



2019–2020 GRADUATE BULLETIN



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NOTE TO THE READER

The University reserves the right to withdraw or modify courses of instruction at any time. Review of academic, financial, and other considerations leads to changes in the policies, rules, and regulations applicable to students.

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

While every effort has been made to ensure that this bulletin is accurate and up-to-date, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in supplements and/or new editions. Changes and updates may be accessed online at www.uog.edu.

A MESSAGE FROM THE PRESIDENT

Håfa Adai!

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

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



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

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

Becoming a scholar and a member of an academic community carries certain responsibilities and expectations. The UOG Honor Code, printed on page 6, requires all of us to treat one another with respect and regard, to maintain our academic integrity and truthfulness, and to avoid the mistreatment of others for any reason. A strong sense of belonging is the cornerstone for your success, and we are committed to helping you feel a part of the Triton family. Please do your part to help others feel a strong sense of belonging at UOG as well.

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

Biba UOG!

A handwritten signature in blue ink, appearing to read "Thomas W. President".

Thomas W. President, Ph.D.
President and Professor of English

A MESSAGE FROM THE SENIOR VICE PRESIDENT

Buenas yan Håfa Adai!

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

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



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

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

We continue to evolve our program offerings to meet the changing needs of our community and regional workforce. Our May commencement ceremony saw the very first graduate of the Master of Science in Sustainable Agriculture, Food, and Natural Resources program, our newest master's program started in 2017 to accommodate a growing interest of the population.

We know your graduate studies here at UOG will reap many rewards — for you and for the communities you will impact.

Seize your time here, and let us know how we can help.

Biba, UOG Tritons!

A handwritten signature in blue ink, appearing to read "Anita Borja Enriquez".

Anita Borja Enriquez, DBA
Senior Vice President of Academic & Student Affairs

UNIVERSITY OF GUAM POLICIES

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

The Equal Employment Opportunity/Americans with Disabilities Act/TITLE IX Office (EEO/ADA/TITLE IX) is responsible for overseeing the implementation, review, compliance, and enforcement of equal employment opportunities, the Americans with Disabilities Act, and Title IX of the Education Amendments of 1972. The University of Guam is committed to promoting a safe and supportive environment for each and every member of our community. All members of the University community must work together to prevent and eliminate harassment, sexual misconduct, and discrimination.

New students are required to affirm their understanding of student rights and responsibilities under the University's Sexual Misconduct Policy as part of the registration process before attending any classes. Under Title IX, students have the right to the following:

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

If you have been sexually harassed or sexually assaulted or are a victim of dating or domestic violence, gender-based harassment, bullying, or stalking and need help, please contact our office. Even if you are unsure of what to do, call the UOG Helpline at (671) 735-HELP (4357), and you will be connected with somebody who will assist you. We also stand ready to assist you if you wish to file a formal complaint through UOG and/or our local law enforcement. The University Sexual Misconduct Policy can be accessed at: <https://url.uog.edu/sexual-misconduct-policy>.

In case of questions or concerns, please contact:

Larry G. Gamboa, Acting Director
EEO / ADA / Title IX Office
Office: Dorm 2 Iya Hami Hall, Room 104
Tel: (671) 735-2244
Telephone Device for the Deaf No.: (671) 735-2243
Email: eeo-ada@triton.uog.edu

Policy for Equal Employment Opportunity and Non-Discrimination/Non-Harassment

(Board of Regents Resolution No. 03-24, July 17, 2007)

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

Policy and Procedure for Students and Applicants with a Disability

(Board of Regents Resolution No. 10-11, April 22, 2010)

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

The University offers reasonable accommodation for students in accordance with the UOG Policy and Procedure for Students and Applicants with a Disability. The ADA Office can be contacted at (671) 735-2244 or Telephone Device for the Deaf (TDD) number (671) 735-2243.

Students who seek academic accommodations are expected to contact the coordinator well in advance of the commencement of courses and to provide the requested supporting information to the coordinator at least four weeks before classes begin.

Students seeking accommodations can contact:

Sallie S. Sablan
Senior Academic Counselor (ADA Specialization)

Office: Student Services Center Rotunda #4

Tel: 735-2460 Fax: 734-2442

Email: sssablan@triton.uog.edu

The ADA policy can be found on the University's website:
<https://url.uog.edu/eeoadatitle-ix-office>.

Title IX Compliance Statement

The University of Guam does not discriminate on the basis of sex in the admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University's Title IX coordinator, located at the EEO/ADA/Title IX Office in Dorm II, Iya Hami Hall, Room 104, Tel. (671) 735-2244, TDD (671) 735-2243, or to the Office of Civil Rights.

STUDENT RIGHT-TO-KNOW POLICY

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

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

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

ASSESSMENT OF STUDENT LEARNING OUTCOMES – STUDENT WORK AS ARTIFACTS

The University of Guam is committed to continuous assessment of its programs to measure the effectiveness of student learning. Copies of students' work may be included as aggregate assessment or artifact and will only be displayed outside the academic arena with student's permission. The artifacts may be displayed for viewing as evidence of student learning in printed, electronic, or web format. Submitting an artifact of student work will in no way affect a student's final grade on the assignment. This notice does not replace, supersede or relieve the University's faculty and researchers from complying with the University's Committee on Human Research Subjects policies

and procedures that may require informed written consent from human research subjects.

Students or faculty with any questions about assessment should contact the Office of Academic Assessment and Institutional Research at 735-2585 or www.uog.edu.

TOBACCO POLICY

The University of Guam is a tobacco-free campus and has a total ban on sales, smoking, and distribution and use of tobacco and tobacco-based products on campus. The University is committed to promoting the health, wellness, and social well-being of the University community, the people of Guam, and the Western Pacific.

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

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

These rights include:

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

mation" form at the Office of Admissions & Records. This form must be filed within two weeks after the first day of instruction of a regular semester and within one week after the first day of instruction of summer sessions. The notification to prevent disclosure of directory information is effective only for the one term for which the student is registering.

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Guam to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202-5920
Website: www.ed.gov/policy/gen/guid/fpco/ferpa

STUDENT HANDBOOK

The Student Handbook provides most of the information needed by students to understand their roles within the University. Students should carefully read this handbook, abide by its rules and regulations, and refer to it whenever they have questions or problems concerning University policies or procedures. Contact the Student Life Office for a copy of the handbook or visit the UOG website for the electronic copy at www.uog.edu.

HONOR CODE STATEMENT

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

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

The University has in place responsibilities and standards of behavior with regard to academic integrity; non-discrimination on the basis of race, sexual orientation, national origin, color, religion, religious creed, age, disability,

citizenship status, military service status, or any other status protected by law; and interpersonal behavior of a sexual or romantic nature. The University will scrupulously follow these policies and applicable federal and Guam law.

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

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

GENERAL INFORMATION

MISSION

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

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

ACCREDITATIONS

The University of Guam, a U.S. land-grant institution, is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC), a U.S. regional accrediting body recognized by the Council on Post-Secondary Accreditation and the U.S. Department of Education. The University has been continuously accredited since 1959. See www.wasc.org and www.uog.edu for more information about WSCUC and the University of Guam. All of UOG's academic programs and its Intensive English Program (a non-degree program) are covered by this accreditation.

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

School of Business & Public Administration

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

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

School of Education

The School of Education and all of its degree programs are accredited under the National Council for Accreditation of Teacher Education (NCATE) through the Council for the Accreditation of Educator Preparation (CAEP) system.

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

The University of Guam is accredited by:

The Western Association of Schools and Colleges
Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 1 (510) 748-9001
Fax: 1 (510) 748-9797
Contact: <https://www.wscuc.org/contact>
Website: <https://www.wscuc.org/>



INSTITUTIONAL GRADUATE LEARNING OUTCOMES (IGLO)

Upon completion of their degree program, graduate students will:

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

HISTORY

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

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

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

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

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

On June 22, 1972, the University was designated a land-grant institution by an Act of the U.S. Congress. Administrative autonomy was granted on Oct. 4, 1976, with the enactment of Public Law 13-194, "The Higher Education Act of 1976," which became effective on Nov. 3, 1976. The Act, with subsequent amendments, established the University as a non-membership, non-profit corporation under the control and operation of a nine-member Board of Regents appointed by the governor, with the advice and consent of the legislature. Public Law 17-55, enacted on June 11, 1984, provided further autonomy to the University and established staggered terms for members of the Board of Regents.

LOCATION

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

LANGUAGE

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

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

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

ACADEMIC CALENDAR

Fanuchånan 2019 - Fañomnåkan 2020

The dates listed below for application and registration into the University of Guam are recommended timelines that students are encouraged to observe. The University will continue to accept applications and process registrations

for new, first-time, and returning students up until the last day of open registration as space is available. However, those applicants must provide complete documentation at the time of application for acceptance into the University.

IMPORTANT DATES FOR FANUCHÅNAN (AUGUST – DECEMBER) 2019

- Aug. 8, 9, 12, 16, 19 & 20 Open Registration
- Aug. 13-16 New Student Registration (for Fanuchånan 2019) Senior citizens notify Records Office of intent to participate in Tuition Waiver Program.
- Aug. 21 Fanuchånan 2019 weekday classes begin
- Aug. 21–27 Fanuchånan 2019 Schedule Adjustment Period (Drop/Add Courses). Make schedule adjustments at the Records Office or any satellite location (8 a.m. – 5 p.m., Monday – Friday). Cancellation fees apply.
- Aug. 24 Fanuchånan 2019 Saturday classes begin
- Aug. 27 Last day to register for Course by Conference for Fanuchånan 2019. Forms available at the Professional & International Programs (PIP) office.
- Aug. 27 Deadline to Withdraw Without Transcript Records Entry for Fanuchånan 2019
- Aug. 28 Senior Citizen Tuition Program registration for eligible residents (55+). Contact 734-2210/11.
- Aug. 29 Payment deadline for Fanuchånan registration: Must be received by 4 p.m., Aug. 29, 2019; otherwise, your registration will be cancelled. Even if your schedule is cancelled, you are still liable to pay your financial obligation. If you are a financial aid recipient or are interested in financial aid, please contact the Financial Aid Office to ensure that all necessary documents are complete before the payment deadlines.
- Sept. 2 Holiday: Labor Day
- Oct. 9 Last day for voluntary withdrawal from Fanuchånan 2019 classes with a grade of "W"
- Oct. 16 Deadline for Special Project and Credit by Exam for Fanuchånan 2019. Forms available at the Professional & International Programs (PIP) office.
- Nov. 2 Holiday: All Souls' Day
(observed on Friday, Nov. 1)

- Nov. 11 Holiday: Veterans Day
- Nov. 29 Deadline for graduate students to announce thesis defense
- Nov. 28 Holiday: Thanksgiving Day
- Nov. 28–30 Thanksgiving Break
- Dec. 2–23 Faculty – Online Grade Posting
- Dec. 6 Deadline for graduate students to defend a thesis
- Dec. 8 Holiday: Our Lady of Camarin Day
(observed on Monday, Dec. 9)
- Dec. 13 Deadline to submit "Petition to Withdraw" from Fanuchånan 2019 classes. Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class; each form requires individual instructors and advisor signature and approval.)
- Dec. 13 Deadline for graduate students to submit completed thesis
- Dec. 13 Last day of instruction for Fanuchånan 2019
- Dec. 16 Final exams for Fanuchånan 2019 Saturday classes
- Dec. 16–18 Final exams for Fanuchånan 2019 weekday classes
- Dec. 2–23 Faculty – Online Grade Posting
- Dec. 20 Fanuchånan 2019 semester ends
- Dec. 20 Grades due for prospective graduating students by 5 p.m.
- Dec. 22 Fanuchånan 2019 Commencement Ceremony
- Dec. 23 Grades for all students due by 5 p.m.

IMPORTANT DATES FOR TINALO' (DECEMBER - JANUARY) 2019 - 2020

Dec. 10–20 Tinalo' 2019 Registration

Dec. 21 Tinalo' 2019 begins

Dec. 23 Tinalo' Schedule Adjustment and Late Registration

Dec. 24 Payment deadline for Tinalo'. Final payment for Tinalo' registration must be received by 4 p.m., Dec. 24, 2019; otherwise, students will be administratively withdrawn from all courses and will be required to pay a \$50 administrative fee.

Dec. 25 Holiday: Christmas Day

Jan. 1 Holiday: New Year's Day

Jan. 2 Voluntary withdrawal deadline for Tinalo' 2019

Jan. 8–10 Faculty evaluations

Jan. 18 Tinalo' 2019 ends

Jan. 22 Final grades due for Tinalo' 2019

IMPORTANT DATES FOR FAÑOMNÅKAN (JANUARY - MAY) 2020

2019

Sept. 3 Deadline to submit International (Foreign I-20) Application for Admission for Fañomnåkan 2020

Sept. 30 Deadline to submit Application for Degree Completion. Students anticipating Fañomnåkan 2020 graduation must pick up and submit an application to the Admissions & Records Office.

Oct. 21 Deadline to submit Former Student Re-entry Application to participate in Fañomnåkan 2020 Early Registration by class level. Students who submit Re-Entry Applications after deadline will participate in Fañomnåkan 2020 Open Registration.

Nov. 4–Dec. 6 Fañomnåkan 2020 Early Registration by class level. (Total credits completed = Class level.) Register at the Admissions & Records Office, on WebAdvisor, or any satellite location. Make payment by 4 p.m. on Jan. 30.

Nov. 15 Deadline to submit Resident/Non-Resident Application For Admission (except international students) to avoid Fañomnåkan 2020 Late Registration.

Dec. 10–13 Fañomnåkan 2020 Early Registration (on WebAdvisor ONLY)

2020

Jan. 1 Holiday: New Year's Day

Jan. 8, 9, 10, 17 & 21 Fañomnåkan 2020 Open Registration Register at the Admissions & Records Office, on WebAdvisor, or at any satellite location (8 a.m. – 5 p.m., Monday – Friday).

Jan. 14–17 Fañomnåkan 2020 New Student Registration - Senior citizens notify Records Office of intent to participate in Tuition Waiver Program.

Jan. 20 Holiday: Martin Luther King Jr. Day

Jan. 22 Fañomnåkan 2020 weekday classes and Part A eight-week classes begin

Jan. 22–28 Fañomnåkan 2020 Schedule Adjustment Period. Make schedule adjustments at the Admissions & Records Office or any satellite location (8 a.m. – 5 p.m., Monday – Friday). Cancellation fee applies.

Jan. 25 Fañomnåkan 2020 Saturday classes begin

Jan. 28 Last day to register for Course by Conference for Fañomnåkan 2020. Forms available at the Professional & International Programs (PIP) office.

Jan. 28 Last day to Drop Fañomnåkan 2020 classes without transcript record entry

Jan. 29 Senior Citizen Tuition Waiver Program registration for eligible residents (55+)

Jan. 30 Deadline to make payment by 4 p.m.

Feb. 21 Faculty Development Day

March 2 Holiday: Guam History and CHamoru Heritage Day

March 10 Charter Day

March 18 Last day for Voluntary Withdrawal from Fañomnåkan 2020 classes with a grade of "W."

March 18 Deadline for Special Project and Credit by Exam Fañomnåkan 2020. Forms available at the Professional &

International Programs (PIP) office.	May 15 Last day of Part B eight-week classes
March 20 Last day of Part A eight-week classes	May 15 Last day of instruction
March 23–28 Spring Break	May 11–26 Faculty – Online Grade Posting
March 30 First Day of Part B eight-week classes	May 18 Final exams - Fañomnåkan 2020
April 30 Deadline for graduate students to announce thesis defense	Saturday classes
May 7 Deadline for graduate students to defend a thesis	May 18–20 Final exams - Fañomnåkan 2020
May 14 Deadline for graduate students to submit completed thesis	Weekday classes
May 15 Deadline to submit "Petition to Withdraw" from Fañomnåkan 2020 classes. Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class; each form requires individual instructor's and advisor's signature/approval.)	May 22 Semester ends Grades for prospective graduating students due by 5 p.m.
	May 24 Fañomnåkan 2020 Commencement Ceremony
	May 25 Holiday: Memorial Day
	May 26 Grades for all remaining students due by 5 p.m.

IMPORTANT DATES FOR FINAKPO' (JUNE - AUGUST) 2020

Feb. 3 Deadline to submit Finakpo' 2020 International (Foreign I-20) Application for Admission	June 8 First day of classes, Late Registration and Schedule Adjustment for Finakpó 2020 Session B
Feb. 28 Deadline to submit Application for Degree Completion. Students anticipating Finakpo' 2020 or Fanuchånan 2020 graduation must submit an application to the Admissions & Records Office.	June 8 Last day to register for Course by Conference Finakpo' B. Forms available at the Professional & International Programs (PIP) office.
March 3–31 Finakpo' 2020 Early Registration by class level. (Total credits completed = Class level.) Register at the Admissions & Records Office, on WebAdvisor, or at any satellite location. Payment must be completed no later than the second day for each Finakpo' session.	June 15 Deadline for Special Project and Credit by Exam for Finakpo' A. Forms available at the Professional & International Programs (PIP) office.
April 1–May 1 Finakpó 2020 Early Registration (on WebAdvisor ONLY)	June 17 Last day for Voluntary Withdrawal from Finakpo' 2020 Session A classes with a grade of "W"
April 10 Deadline to submit Resident/Non-Resident Application for Admission to participate in Finakpo' 2020 New Student Orientation/Registration	June 22 Deadline for Special Project and Credit by Exam for Finakpo' B. Forms available at the Professional & International Programs (PIP) office.
May 25 Holiday: Memorial Day	June 24 Last day for Voluntary Withdrawal for Finakpo' 2020 Session B classes with a grade of "W"
May 26–27 Finakpo' Session Open Registration Register at the Admissions & Records Office or any satellite location (8 a.m. – 5 p.m., Monday – Friday).	July 2 Last day of classes for Finakpo' 2020 Session A
May 28–29 New Student Finakpo' 2020 Registration	July 2 Deadline to submit "Petition to Withdraw" from Finakpo' 2020 Session A classes. Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class. Each form requires individual instructor's signature/approval.)
June 1 First day of classes, Late Registration and Schedule Adjustment for Finakpó 2020 Session A	July 4 Holiday: Independence Day (observed on Friday, July 3)
June 1 Last day to register for Course by Conference for Finakpo' A. Forms available at the Professional & International Programs (PIP) office.	July 6 First day of classes, Late Registration and Schedule Adjustment – Finakpo' 2020 Session C

July 6 Last day to register for Course by Conference for Finakpo' C. Forms available at the Professional & International Programs (PIP) office.

July 7 Grades for Finakpo' 2020 Session A due before 5 p.m.

July 15 Last day for Voluntary Withdrawal from Finakpo' 2020 Session C classes with a grade of "W"

July 21 Holiday: Liberation Day

July 22 Deadline for Special Project and Credit by Exam for Finakpo' C. Forms available at the Professional & International Programs (PIP) office.

July 24 Deadline to submit "Petition to Withdraw" from Finakpo' 2020 Session B classes. Pick up and submit form at the Admissions & Records Office. (One form per class. Each form requires individual instructor's signature and approval.)

July 24 Last day of classes for Finakpo' 2020 Session B

July 25 Last day of Saturday classes for Finakpo' 2020 Session B

July 29 Grades for Finakpo' 2020 Session B due by 5 p.m.

Aug. 7 Deadline to submit "Petition to Withdraw" from Finakpo' 2020 Session C classes. Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class. Each form requires individual instructor's signature and approval.)

Aug 7 Last day of classes for Finakpo' 2020 Session C

Aug. 8 Last day of Saturday classes for Finakpo' 2020 Session C

Aug. 13 Grades for Finakpo' 2020 Session C due by 5 p.m.

IMPORTANT DATES FOR FANUCHÅNAN (AUGUST – DECEMBER) 2020

March 16 Deadline to submit International (Foreign I-20) Application for Admission for Fanuchånan 2020

Apr. 1–May 1 Fanuchånan 2020 Early Registration by class level. (Total credits completed = Class level.) Register at the Admissions & Records Office, on WebAdvisor, or at any satellite location (8 a.m. – 5 p.m., Monday – Friday).

May 4–July 10 Fanuchånan 2020 Early Registration (on WebAdvisor ONLY)

May 28 Deadline to Submit Resident/Non-Resident (except International Students) Application for Admissions for Fanuchånan 2020

STUDENT RESOURCES

ISA PSYCHOLOGICAL SERVICES CENTER

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

The services offered at Isa include:

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

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

Location: Humanities & Social Science Building, Room 202

Hours: 9 a.m. – 5 p.m., Monday – Friday

Phone: (671) 735-2883

Email: isa@triton.uog.edu

COUNSELING SERVICES

The Enrollment Management & Student Success office provides academic counseling services to all students. These services are meant to help students understand and address emotional and academic concerns that may prevent them from gaining the most from their university experience. Students are encouraged to visit the Counseling Services Office. Efforts will be made to help them find effective solutions.

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

Location: Student Center Building
Tel: (671) 735-2233/4 Fax: (671) 734-3451

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

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

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

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

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

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

EEO/ADA & Title IX Office

Location: Iya Hami Hall/Dorm 2, Room 106

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

Email: eeo-ada@triton.uog.edu

STUDENT HOUSING AND RESIDENCE LIFE

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

The residence halls are staffed by trained resident assistants (RAs) who are selected for their maturity and leadership. The RAs enhance the community life of the residence halls and the well-being of residents by coordinating co-curricular and extracurricular activities, competitions, and events. Each hall is equipped with kitchen facilities for students to prepare their own meals and a meal plan is offered by the University.

Interim Director: Mark B. Mendiola
Tel: (671) 735-2260 Fax: (671) 734-6811
Email: rho@triton.uog.edu
Website: <http://www.uog.edu/gateway>

FINANCIAL ASSISTANCE

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

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

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

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

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

Applications for these programs are available upon request from the Financial Aid Office, or students can apply online at web www.fafsa.ed.gov. Application forms are generally available during February for the following academic year.

2. Government of Guam Student Financial Assistance Program

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

3. Individual Graduate Programs

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

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

VETERANS AFFAIRS

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

STUDENT HEALTH SERVICES

Student Health Services is committed to providing high-quality, low-cost health care to all UOG students.

Student Health Services evaluates, maintains, and promotes the general health status of our student so they may make informed, appropriate, and healthy life choices to achieve their academic and career goals.

The Student Health Services office provides health clearance for University enrollment, pursuant to Public Law 22-130, Title 10 of the Guam Code Annotated, as well as emergency CPR/SFA care, referrals to specialists, HIV/STI education, counseling, and testing, health education on

various other health issues, and tobacco cessation classes.

These health care services are confidential.

Health Requirements

All UOG applicants must supply evidence of having been vaccinated against Measles, Mumps, and Rubella (either MMR#1 and MMR#2 vaccinations OR titer to prove immunity). Students born before 1957 are exempted from MMR requirements. Results of a tuberculin (TB)/purified protein derivative (PPD) skin test taken no earlier than six months of the date of application are required for submission. (If the results of the PPD/TB skin test are positive, you must have a Latent Tuberculosis Infection (LTBI) form attached with your Chest X-Ray report filled out by your health care provider. The LTBI form and Chest X-Ray report shall be shown to the Department of Public Health & Social Services, Tuberculosis Department in Mangilao, Guam. You will obtain a Certificate of Tuberculosis Evaluation, also known as Public Health Clearance. In addition, new applicants must complete a health clearance form and submit it to the Student Health Services. Required documents must be submitted to the Student Health Services office and be cleared before orientation and registration. Failure to submit documents to clear health requirements will delay registration. All students are highly encouraged to purchase a medical health insurance plan valid on Guam.

International Students

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

Exchange Students

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

Location: Student Center

Hours: 8:30 a.m. – noon and 1 p.m. – 4:30 p.m., Monday – Friday

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

Email: uogstudenthealth@triton.uog.edu

STUDENT LIFE OFFICE

The Student Life Office (SLO) coordinates extracurricular programs and activities in order to provide a positive and interactive social and learning environment for students and to promote development. The SLO also provides assistance for academic and disciplinary problems and complaints.

The Student Life Offices organizes orientation for all new

students, familiarizing students with the University's academic programs, student support services, and campus life activities as well as providing them an introduction to administrators, deans, student leaders, and advisors. New Student Orientation begins one week prior to the Fanuchånan (Aug.–Dec.), Fañomnåkan (Jan.–May) and Finakpo' (June–Aug.) sessions.

Student Organizations

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

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

Location: Student Center

Tel: (671) 735-2271

Email: studentlife@triton.uog.edu

COMPUTER FACILITIES

The Computer Center under the Office of Information Technology is a multipurpose facility designed to meet the requirements of the University of Guam's academic and administrative community. The center provides and supports a wide variety of academic, instructional, research-related, and administrative services. Consistent with the regional role of the University, the center also provides technical support and services to various public agencies as needed.

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

The Computer Center-supported labs are equipped with

networked microcomputers and printers. Most workstations include multimedia systems, productivity software, including statistical analysis packages and compilers, and Internet access.

Computer labs are located at:

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

Location: Micronesian Area Research Center / Computer Center Building

Tel: (671) 735-2640

Email: operations@triton.uog.edu

ROBERT F. KENNEDY MEMORIAL LIBRARY

The Robert F. Kennedy (RFK) Memorial Library, serving the University as well as the community of Guam, has evolved into the largest library and research facility in Micronesia. The library provides 54,201 square feet of work and study area and is equipped with 400 reading seats.

Administered by the learning resources director, the library is an academic component and the central library faculty of the University. It houses more than 98,059 print titles and 124,977 print holdings; 26,902 microfilm reels and 899,748 microfiche units; 1,527 print serial titles and 187,897 print serial issues; and 5,289 multimedia items.

In January 2009, a new Integrated Library System (ILS) was installed, and the new SYMPHONY went live in February 2009. The library's online catalog (OCEAN) allows 24/7 access to students, faculty, staff and other community and regional cardholders and enrollees to the library collection and electronic resources both on and off campus.

Electronic database resources subscribed and licensed to the library provide wide-ranged subjects of full-text, peer-reviewed articles. New acquisitions and databases are selected to enhance and support the academic quality of the University's classes as well its research and professional needs.

In August 2010, the Graduate Research Center opened for service on the second floor of the library.

Services currently available are: large-screen computers with internet and Microsoft Office; research assistance for graduate class assignments; research assistance for theses and special projects; and circulating copies of UOG theses

and special projects.

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

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

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

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

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

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

Circulation Desk: (671) 735-2311

Reference Desk: (671) 735-2341

Administration Office: (671) 735-2331/2/3

Website: www.uog.edu/library

OFFICE OF ADMISSIONS & RECORDS

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

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

Associate Dean of EMSS/Registrar: Remy B. Cristobal
Location: Office of the Registrar, Calvo Field House
Tel: (671) 735-2202/04/05/06/07/14 Fax: (671) 735-2203
Email: admitme@triton.uog.edu
Website: www.uog.edu/admissions

RESEARCH CENTERS AND INSTITUTES

CANCER RESEARCH CENTER

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

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

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

Principal Investigator: Rachael T. Leon Guerrero, Ph.D.
Location: Dean Circle, House #27
Tel: (671) 735-3036 Fax: (671) 734-3636
Website: www.guamcrc.org

CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION, RESEARCH & SERVICE

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

From its inception in 1993, CEDDERS has evolved into a dynamic organization that has served as a training and technical assistance provider for Guam and the Western Pacific region for more than 26 years. Past and ongoing collaborative efforts

include facilitating a wide variety of interdisciplinary training activities at the pre-service, in-service, and community-based levels that enable individuals with disabilities, families, and service providers to access opportunities to expand their knowledge, skills, and abilities.

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

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

Acting Director: June De Leon
Email: june.deleon@guamcedders.org
Main Office Location: Dean Circle, House #29
Tel: (671) 735-2481 Fax: (671) 734-5709
TTY: (671) 734-6531
Website: www.guamcedders.org

CENTER FOR ISLAND SUSTAINABILITY

Island sustainability ensures that the needs of the current generation are met without compromising the ability of future generations to meet their needs. The Center for Island Sustainability (CIS) was established in 2009 to lead and support the transition of island communities toward a sustainable future. CIS has since become a focal institute in our region for conducting sustainability-related research and community outreach, in cooperation and coordination with other appropriate government agencies, non-governmental organizations, and community groups to help meet island needs in the broader areas of environment, economy, society, and education.

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

Executive Director: Austin J. Shelton III, Ph.D.
Email: shelton@triton.uog.edu

Location: Dean Circle, House #32

Tel: (671) 734-2918

Website: www.uog.edu/cis

COOPERATIVE EXTENSION & OUTREACH

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

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

CE&O has education and materials addressing a variety of issues, concerns, needs, and opportunities for Guam and the region. Subject matter includes livestock care; aquaculture; fruit and vegetable production; small-business development; community development; consumer skills for decision making; production agriculture methods; pest identification and treatment; food technology; food label development; nutrition education; healthy living across the lifespan; consumer horticulture; plant disease identification and management; agroforestry, native plants, soil science, and technology; sustainable agriculture issues; youth leadership development; and science and technology education, to name just a few topics with research-based information for the public. Through four program areas — 4H Youth Development, Agriculture and Natural Resources, Consumer and Family Sciences/Community Nutrition, and Community Development — CE&O brings together the research and develops education programs and materials to address learner needs.

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

Associate Dean/Director: Sereana H. Dresbach, Ph.D.

Tel: (671) 735-2004 Fax: (671) 734-4600

Email: shdresbach@triton.uog.edu

Website: <https://cnas-re.uog.edu/extension/cooperative-extension-outreach/>

MARINE LABORATORY

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

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

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

Research projects are concentrated on Guam but extend throughout the Northern Mariana Islands, Palau, the Federated States of Micronesia, the Marshall Islands, Philippines, Japan, and other locations of the Indo-Pacific region.

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

The laboratory consists of three buildings, which include a lecture hall; administrative, faculty, and student offices; two outdoor wet labs supplied by a flowing seawater system; a shop for maintenance of boats and trucks and construction of research apparatuses; a biorepository; and ecolo-

gy, genetics, molecular, microbiology, and biochemistry laboratories.

Interim Director: Laurie J. Raymundo, Ph.D.
Tel: (671) 735-2185 Fax: (671) 734-6767
Email: lraymundo@triton.uog.edu
Website: www.uog.edu/ml

RICHARD FLORES TAITANO MICRONESIAN AREA RESEARCH CENTER

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

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

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

Micronesian Language Institute

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

University of Guam Press

In 2014, the University of Guam re-established the University of Guam Press (UOG Press) to advance Micronesian scholarship. UOG Press publishes an array of academic and literary books and journals and strives to increase the availability of exceptional scholarly and literary texts that can be used to learn about Guam and Micronesia. The press has two major publishing components: MARC Publications and Taiguini books.

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

Taiguini Books, which publishes cultural and indigenous literature to help capture, preserve, and promote awareness of the depth and eloquence of the Micronesian storytelling tradition in written form.

MARC's library collections, research space, office space, an archaeology lab, and UOG Press offices are located in a two-story research wing of the MARC-Computer Center complex and Dean's Circle. The Micronesian Language Institute is located in Dean's Circle. Visit RFT-MARC's website, www.uog.edu/marc, for additional information.

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WATER & ENVIRONMENTAL RESEARCH INSTITUTE OF THE WESTERN PACIFIC

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

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

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

WERI is supported through funding from various sources, such as local University of Guam appropriations, WERI-targeted funds from the Guam Legislature, and annual water research programs for Guam, the Northern Mariana Islands, and the Federated States of Micronesia. Additional funds are available from contracts and grants from federal, local, and private agencies in support of specific projects.

The institute is housed in the University of Guam Water Sciences Laboratory located next to Pago Bay on the lower campus of the University. This facility contains office spaces for faculty, a hydraulic/geology laboratory, a water quality laboratory, a combined computer-aided design laboratory, a GIS facility, a water resources library and conference room, and support staff areas.

Director: John W. Jenson, Ph.D.
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in peer-reviewed journals, technical reports, and presentations at regional, national, and international meetings.

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

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

Interim Associate Dean/Director: Adrian Ares, Ph.D.
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WESTERN PACIFIC TROPICAL RESEARCH CENTER

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

Work at WPTRC is aimed to 1) sustain, protect, and restore the natural environment, 2) stimulate economic development using natural resources, and 3) improve the quality of life in the Western Pacific. Interdisciplinary research at the biomolecular, cell, organismal, community, and ecosystem levels is conducted on native plant extinction prevention, forest inventory analysis, soil conservation, forest health, integrated small-scale farming systems, disease-free plant propagation, crop genetic improvement, human nutrition, obesity reduction, food safety, and green roofs, among other topics. These research efforts contribute to improve the sustainable management of land and coastal resources and enhance the quality of life in Guam and the region. Research findings are disseminated through publications

PUBLICATIONS

MICRONESICA

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

Editor: G. Curt Fiedler, Ph.D.

Tel: (671) 735-2852

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

THE MICRONESIAN EDUCATOR

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

Contact: Alicia Aguon, Dean of the School of Education

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

STORYBOARD: A JOURNAL OF PACIFIC

IMAGERY

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

Email: EnglishDivision@triton.uog.edu

Website: www.uog.edu/uogpress/storyboard

PACIFIC ASIA INQUIRY: MULTIDISCIPLINARY PERSPECTIVES

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

Editor: Michael R. Clement, Ph.D.

Email: pacificasiainquiry@yahoo.com

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

OTHER PUBLICATIONS

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

ACADEMIC REQUIREMENTS

GENERAL REQUIREMENTS

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

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

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

GRADUATE ADMISSION STANDARDS

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

REQUIREMENTS FOR GRADUATE STUDENT STATUS

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

1. Apply online at <https://www.applyweb.com/apply/guam/> or file an application form with the Graduate Admissions Office. A non-refundable application fee must accompany the application form. Should you decide not to attend the semester you applied for, you may submit a written request to the Graduate Admissions Office to defer your admittance to the following semester. Application for Admissions is valid for one calendar year.
2. Request official certified transcripts indicating conferral of degree granted from an accredited U.S. Institution or from a recognized foreign institution, sent directly to the Graduate Admissions Office. Nonofficial copies may be provisionally accepted for the first semester of enrollment. Failure to comply may result in loss of graduate student status and forfeiture of credits.
3. Submit to the Graduate Admissions Office a written essay of accomplishments, interests, and goals and reasons for wishing to pursue a graduate degree program. Many programs have specific guidelines addressing this essay requirement. Please consult the program descriptions in this Bulletin for more information.
4. Have at least two letters of reference submitted on your behalf from persons familiar with your academic or professional performance. Some programs may require a third letter of reference. For programs in the School of Education, disposition rubrics are used in lieu of letters of reference.
5. Provide written documentation of a Tuberculin Test (PPD), as per Guam law, for students taking courses on campus. The PPD must be taken within the previous six months (and results of an X-ray if PPD is positive), plus, students born in 1957 or after must also provide evidence of vaccination against mumps, measles, and rubella (MMR).
6. Submit proof of residence. For determining the applicable residency classification for tuition purposes, see Residency Rules later in this Bulletin. Non-immigrant aliens, e.g. B, F, H, E, L visa holders, are classified as non-residents and are not qualified for resident tuition rates or exemptions.

7. For International (I-20) admission, applicants must submit the following additional requirements on or before the published deadlines. The Graduate Admissions Office must receive all the required documents before an Immigration Form I-20, Certificate of Eligibility, will be issued. Students should take the I-20 form to the U.S. Embassy in their home country where they will apply for an F-1 visa. Students should have the F-1 visa in their possession prior to entry into Guam.

- a. Demonstrate English proficiency through a TOEFL, GRE, or GMAT exam, or in some other manner approved by the director of Graduate Studies.
- b. Affidavit of financial support. This is a certified, sworn document verifying the financial ability of the student to undertake the expenses of education and living on Guam. A financial document attesting to this must be provided. A sample template is provided in the graduate application
- c. Proof of a guaranteed minimum amount of \$1,000 (U.S. dollars) for initial entry to Guam.
- d. Copies of your current passport and any U.S. Immigration & Customs Enforcement documents (i.e.: visa, I-20, I-94, etc.) that may have been issued to you.
- e. Proof of valid health or medical insurance with coverage levels in compliance with U.S. visa regulations.

TRANSFER OF CREDITS

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

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

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

ENTRANCE INTO A GRADUATE PROGRAM

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

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

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

ADVANCEMENT TO CANDIDACY

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

CAPSTONE ACTIVITIES

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

Comprehensive Exams. A comprehensive examination is designed to reveal the quality of the student's preparation for advanced work in the field and his or her ability to complete graduate work at the master's level. Programs note this requirement as a 697 course on the transcript.

This course is graded "P" (pass) or "F" (fail). Some programs may also choose to use the grade designation "HP" (pass with distinction). A student will not be able to graduate from the program until a passing score has been obtained. Records or copies of comprehensive exams will be maintained by individual colleges or schools. Examination deadlines are established by the respective academic deans. Student fees will not apply when the student registers only for a 697 course.

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

Portfolio Review. A portfolio review includes artifacts demonstrating competency and mastery of several dimensions of a program's learning outcomes. This portfolio will adhere to program- or industry-prescribed standards. The review will be conducted as an interview between a student and faculty selected by the program, to discuss the student accomplishments as well as strengths and weaknesses of the work submitted.

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

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

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

semester listing. Students pursuing doctoral study are strongly encouraged to complete a thesis project.

Many of these capstone activities are required by the programs and the University for accreditation purposes in different disciplines and are used by graduate programs to provide evidence of demonstrated student learning, competencies, and dispositions for the profession or further study.

SPECIAL RULES FOR THESIS PROJECTS

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

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

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

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

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

Students passing their defense must submit a "Completion

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

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

APPLICATION FOR GRADUATE DEGREE

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

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

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

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

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

If a student fails to complete any of the degree requirements, after having filed the application, he or she must then submit a new application and pay the graduation re-application fee.

GRADUATE CERTIFICATE POLICY

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

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

Certificate Student Status

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

Admitted Students Pursuing Certificates

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

Minimum Grade Requirement

As a condition for receiving a graduate certificate, students must have at least a "B" grade or better in specific courses required for the program. They will be required to meet minimum academic standards for good standing and may be placed on academic probation.

Conferal of Certificates

Applications for certificates are filed at the Office of Admissions & Records, subject to certification from the program, respective dean, and registrar. An application for completion of certificate must be filed and the appro-

priate fee must be paid by the mid-point of the semester the certificate is to be conferred. Deans with oversight of respective certificate programs will distribute certificates as they choose.

Bulletin in Force

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

RULES AND REGULATIONS

ADVISEMENT AND REGISTRATION

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

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

UNDERGRADUATES IN GRADUATE COURSES

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

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

GRADUATE STUDENTS RETURNING TO UNDERGRADUATE STATUS

A graduate student may withdraw from Graduate Studies at any time upon the presentation of written notification of his/her decision to the Graduate Admissions Office. If the

student then decides to apply for undergraduate status, he/she will be subject to all undergraduate procedures.

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

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

PROGRAM REQUIREMENTS (BULLETIN IN FORCE) FOR GRADUATION

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

1. A student returns after not attending the University of Guam for two consecutive regular semesters. (Finakpo' sessions are not regular semesters.)
A student who returns after not attending the University for two consecutive semesters or more MUST follow the new bulletin in force for the term of re-entry.
2. A student changes majors by filing a new "Graduate Program Entry Form."

COURSE LOAD

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

MAXIMUM COURSE LOAD

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

COURSE NUMBERING SYSTEM

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

1. General Class-Level Designations

400G-499G

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

500-699

Courses in this category are primarily for graduate students. Qualified seniors may be allowed to enroll in graduate courses by special permission.

2. Special Course Designations

- a. -90 Series: Special Project. Courses for individual students including special problems, special studies, and individual research (690 is for special project in lieu of thesis only).
- b. -91 Series: Seminar Courses. Courses in which the burden or research and preparation are on the students and class activity is discussion-oriented.
- c. -92 Series: Practicum Courses. Guided work experience supervised by a qualified professor or project director to whom the student reports at regular intervals.
- d. -93 Series: Workshops. Courses administered by a group of specialists and dealing with various applied aspects of a discipline.
- e. -94 Series or on a trial basis: Special Studies. Special-category courses usually designed to be offered only once (e.g., a course by a visiting expert, a course designed for a specific group of students).

- f. -95 Series: Thesis. Independent research culminating in a major research paper or project (e.g., master's thesis).
- g. -96 Series: Creative Thesis (Art Program only). Independent creative work culminating in an original exhibition.
- h. -97 Series: Comprehensive Exam. This a zero-credit C/NC course for students in programs requiring comprehensive or nationally standardized exams or other capstone requirements.
- i. -98 Series: Internship. A training, residency or intern program in which the student works in a technical or professional area under the supervision of an expert in the field.
- j. -99 Series: Independent Reading. A course of directed reading in a designated field or topic.
- k. 800 Series: The 800 series of courses are post baccalaureate, professional development courses for teachers. Admission requirements are 1) proof of a bachelor's degree and 2) proof of present employment as a teacher. No undergraduate may take an 800 course. Credit for an 800 course is not applicable to any master's degree. These courses may not be cross-listed with any other course. They shall appear on a separate transcript labelled "FOR PROFESSIONAL DEVELOPMENT."

SPECIAL PROJECT COURSES

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

Students who have been accepted to graduate status may register for Special Project and Internship Courses through the ninth week of a regular semester or the third week of a finakpo' (June–Aug.) term. Graduate students must register for all other courses during regularly scheduled registration periods or drop/add periods.

CONFERENCE COURSES

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

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

GRADING SYSTEM

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

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

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

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

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

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

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

Incomplete

In most courses, an "I" may be given to a student who has failed to complete a small, but important, part of the course if the reasons for the incomplete are justified in writing by the student and instructor and approved by the dean of the college/school. To receive credit for a course marked "I," the student must satisfactorily complete the unfinished work by the end of one calendar year (or sooner as agreed by student and instructor) from the last day of the semester in which the student received the "I." Should the student fail to complete the specified work to the satisfaction of the instructor, no credit will be recorded and the symbol "I" will be changed to an "F" on the transcript. All grades of "I" must be resolved prior to graduation. For those courses carrying an "I" for which a "Change of Grade" form has not been submitted according to the policy for submission of grade for graduating students, or at the time of certification that degree requirements have been met, the "I" will change to an "F" and be used for the final calculation of the GPA. No request for time extension will be approved.

In Progress

In courses where the work is designed to go beyond a semester, such as a special project, thesis, or internship, the grade should indicate whether sufficient progress has been obtained. If the student has made good faith efforts to work on his or her special project, thesis, or internship, met with his or her professor, and achieved milestones identified at the beginning of the semester, the grade "In Progress" has been achieved. At the end of the term, the committee chair (for 690 or 695) or internship course instructor (for 698) will submit a grade of "IP" when satisfactory progress has been made at the end of any semester in which the student is enrolled until the special project, thesis, or internship has been completed. If the student has not made satisfactory progress, the grade of "NP" or No Progress should be recorded. An "NP" grade may affect a student's academic status and financial aid standings because it does not demonstrate adequate progress required

by federal law. The conversion to "F" does not apply to IP grades. In these cases, the grade of "IP" (satisfactory progress) and/or "NP" (no progress) will remain on the permanent record until a grade of "P" or "T" is received or seven years has passed, whichever comes sooner. Internship course instructors may assign letter grades for internship (698) course completion instead of "P" or "T," based in part on the evaluation of the professional internship supervisor.

WITHDRAWAL POLICIES AND PROCEDURES

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

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

file a withdrawal form available at the Records Office and obtain the required signatures. See "Cancellation Fee" section for applicable charges.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

1. Any student taking graduate courses who fails to maintain a cumulative GPA of 3.00 or better at the end of a session, i.e., fanuchanåñ, fañomnåkan, or tinalo', will be placed on academic probation for the following one full calendar year. Unofficial withdrawals are counted in the GPA calculation. Extension of the probationary year will not be granted due to an Incomplete (grade of "I").

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

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

PROGRAM DISCONTINUATION AND TEACH-OUT

POLICY

(Board of Regents Resolution No. 15-15)

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

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

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

TUITION AND FEES

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

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

TUITION RATES

Cost Per Credit Hours	
Resident	\$285
Non-Resident	\$650

PAYMENTS

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

PAYMENT DEADLINE

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

RESIDENCY STATUS

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

The burden of proof is upon the student making a claim of

resident status. The admission of students who knowingly provide false information for the purpose of achieving resident status shall be subject to cancellation and adjusted billing.

The considerations used in determining residency status are as follows:

1. Establishment of a domicile on Guam, the Northern Mariana Islands, or in one of the Freely Associated States (the Federated States of Micronesia, the Marshall Islands, or Palau) as mandated by 17GC16125 for the 12-month period prior to the beginning of the term for which residency is claimed
2. Evidence of residency for a period of 12 months or more prior to the beginning of the term for which residency is claimed. Evidence of residency will be shown by a student providing documentation from one of the following¹:
 - Permanent employment on Guam (verification of employment)
 - Payment of income taxes of Guam (by student, or by parent/guardian if the student is a dependent)
 - Ownership or rental of living quarters on Guam
 - Use of a Guam permanent address on ALL records (educational, employment, military, financial)
 - Being a registered voter in Guam
 - Maintaining a Guam driver's license or vehicle registration. If it is necessary to change your license or registration while temporarily residing in another location, the license MUST be changed back to Guam within 10 days of the date of return to Guam, and the vehicle registration must be changed within 20 days of the date of return.
 - Certification of residency from your village mayor.
1. Adjustment to permanent resident status. Students who have filed for an Adjustment to Permanent Resident Status will be eligible for resident rate ONLY if they have resided on Guam for 12 consecutive months prior to applying to the University and have submitted the following supporting documents:
 - Notice of Action for the Adjustment to Permanent Resident Status from the U.S. Citizenship and Immigration Service. A Notice of Action denying the student's application for an Adjustment to

Permanent Resident Status will render the student ineligible for resident tuition rate.

- Proof of residency on Guam for the 12 months prior to applying to the University.

¹Exemptions to the 12-Month Residency Requirement

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

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

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

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

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

- **Active duty military**

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

- **A legal resident of Guam**

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

- **A permanent resident**

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

Nonimmigrant Aliens

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

Classification Appeal

If you are classified as a non-resident and wish to be considered for resident reclassification, complete the "Petition for Residency Student Classification" before the semester or term you wish to enroll. Approved changes of status will

become effective for the term or semester following the approval; they are not retroactive and non-refundable.

SENIOR CITIZENS

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

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

MILITARY AND VETERAN STUDENTS

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

Veterans and Montgomery GI Bill

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

Veterans Educational Assistance Act

(Board of Regents Resolution No. 12-16)

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

Credits for Active Duty Military Personnel

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

Military Activation During Wartime or for Mandatory Training

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

OTHER SPECIAL TUITION RATES

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

FEES

Fee	Fanuchånan 2019 / Fañomnåkan 2020	Finakpo' 2020
Registration	\$12	\$12
Student Services	\$44	\$24
Library Services	\$48	\$48
Student Activities	\$24	\$24
Health Services	\$12	\$12
Athletics	\$32	\$16
Computer	\$48	\$48

Fee	Fanuchånan 2019 / Fañomnåkan 2020	Finakpo' 2020
Calvo Field House	\$22	\$11
Internet	\$100	\$90
Online Learning	\$40	\$20
TOTAL:	\$382	\$305

MISCELLANEOUS FEES

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

Fee	Cost
Application Fee (non-refundable)	\$52
International Students (non-refundable)	\$77
Late Fee (applications submitted after the posted deadline for the semester)	\$25
Cancellation Fees	(see Refund Regulations in this Bulletin)
Change of Schedule Fee	(see Drop/Add Fee)
Check Service for each check that fails to clear	\$25
Graduation Fee	\$49
Graduation Reapplication Fee	\$24
Laboratory Fees (on a per course basis)	See schedule
Library Fines/Lost or Damage Fee	Charges vary
Thesis Binding Fee	\$50

If a student's financial obligations have not been met, the Office of Admissions & Records will not release transcripts, diploma, or other official records of the student, and the student will not be permitted to register for further courses. The University will charge interest of 8.5% per annum on all debts not received by the payment deadline. Students will have to pay fees if their account is sent to a Collection Agency. Matters relating to the student's financial obligations to the University should be referred to the

Bursar's Office (735-2940/3/5). The University may report students with unpaid accounts to a credit bureau and/or the Guam Department of Revenue & Taxation.

Transcript Fee: The University will only release transcripts to students who have met all their financial obligations. The first copy is provided free. Additional copies may be obtained at \$5 per copy. Students may obtain copies of their transcripts in one hour when necessary by paying a special service charge of \$20 in addition to transcript fees. (Note: The service charge is assessed per request, not per transcript. Example: If a student needs three transcripts and requests one-hour service, the total charges will be \$35: \$15 for three transcripts plus \$20 service charge.)

If a student's financial obligations have not been met, transcripts and other official records of the student will not be released by the Office of Admissions & Records, and the student will not be permitted to register for further courses. Further, the student will not be allowed to fully withdraw from the University until he/she completes payment. The University will charge interest of 8.5% per annum on all debts including returned checks. Matters relating to the student's financial obligations to the University should be referred to the comptroller. The University reserves the right to send delinquent accounts to a collection agency that will require the student to pay additional fees and interest. The University also reserves the right to give information on delinquent accounts to credit bureaus and credit reporting agencies.

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

BOOKS AND SUPPLIES

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

CANCELLATION AND OTHER FEES

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

Regular Semester

Tuition before the first day of class	0%
Fees before the first day of class	0%

Regular Semester

Tuition during the first week of class	5%
Fees during the first week of class	100%
Tuition after the seventh day of the semester	100%
Fees after the seventh day of the semester	100%

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

Finakpo' Semester

Tuition before the first day of class	0%
Fees before the first day of class	0%
Tuition during the first week of class	5%
Fees during the first week of class	100%
Tuition after the seventh day of the semester	100%
Fees after the seventh day of the semester	100%

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

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

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

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

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

GRADUATE DEGREE PROGRAMS

MASTER OF ARTS (M.A.)

- Counseling
- English
- Micronesian Studies
- Teaching

MASTER OF EDUCATION (M.Ed.)

- Education
 - Administration and Supervision
 - Reading (online)
 - Secondary Education
 - Special Education
 - TESOL

MASTER OF PUBLIC ADMINISTRATION (MPA)

MASTER OF SCIENCE (M.S.)

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

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION (PMBA)

GRADUATE-LEVEL CERTIFICATES

- Agriculture and Natural Resources
- Food and Nutrition
- International Agriculture
- Island Sustainability
- Micronesian Studies
- Teaching
- Tropical Horticulture

GRADUATE DEGREE PROGRAMS

MASTER OF ARTS IN COUNSELING

Program Chair: KristiAnna S. Whitman, Ph.D.
School of Education Bldg., Room 210A
Tel: (671) 735-202 Email: kristianna.whitman@uog.edu

OBJECTIVES

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

Prerequisite

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

Continuing Requirements

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

PROGRAM LEARNING OUTCOMES

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

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

skill development for career, educational, life-work planning, and management; and ethical and culturally relevant strategies for addressing career development.

5. Counseling and Helping Relationships. The counselor candidate understands and uses essential interviewing, counseling, and case conceptualization; theories and models of counseling; counselor characteristics and behaviors that influence the counseling process; developmentally counseling treatment or intervention plans; evidence-based counseling strategies and techniques for prevention and intervention; strategies to promote client understanding of and access to a variety of community-based resources; a systems approach to conceptualizing clients; ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships; the impact of technology on the counseling process; consultation theories and their applications; suicide prevention models and strategies; crisis intervention, trauma-informed, and community-based strategies; and processes for aiding students in developing a personal model of counseling.
6. Counseling and Group Work: The counselor candidate engages in the theoretical foundations of group counseling and group work; dynamics associated with group process and development; therapeutic factors and how they contribute to group effectiveness; direct experiences in which counselor candidate participate as group members in a small group; the essential steps in forming a group; ethical and culturally relevant strategies for designing and facilitating group; group leadership styles; and group counseling methods and skills.
7. Assessment and Testing: The counselor candidate understands the importance of assessment and testing in counseling; group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes; procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide; and procedures for identifying trauma and abuse and for reporting abuse.
8. Research and Program Evaluation: The counselor candidate understands the importance of research in advancing the counseling profession, including how to critique research; types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

COURSE REQUIREMENTS: (45 CREDIT HOURS)

Core Course: (3 credit hours)

Course	Course Title	Credits
ED-601	Introduction to Research Methods	3

Area of Specialization: (33 credit hours minimum)

Course	Course Title	Credits
ED-619	Introduction to Counseling	3
ED-620	The Counseling Process: Theory	3
ED-621	Counseling Process: Individual Practice	3
ED-622	Group Counseling	3
ED-623	Dynamics of Individual Behavior	3
ED-624	Individual and Group Assessment	3
ED-625	Multicultural Counseling	3
ED-677	Ethical and Legal Issues in Counseling	3
ED-692	Practicum in Counseling	3
ED-698	Internship in Counseling	3*

*NOTE: ED-698 can be taken twice over one semester for 6 credits or over two semesters

Capstone Requirements: (6 credit hours)

Course	Course Title	Credits
ED-697	Comprehensive Exam	0*

Traditional Option: Special Project or Thesis

Course	Course Title	Credits
ED-690	Special Projects in Counseling or	3-6 or
ED-695	Thesis	3-6

OR

**Professional Option: School Counseling and/or
Community Counseling**

School Counseling Concentration:

Course	Course Title	Credits
ED-678	Organization and Administration of School Counseling Programs	3
ED-627	Career Counseling	3

Community Counseling Concentration:

Course	Course Title	Credits
ED-679	Introduction to Community Counseling	3
ED-688	Personality and Mental Health	3

Elective Requirements: (3 credit hours)

Course	Course Title	Credits
Practice Emphasis		
ED-626	Prevention and Outreach	3
ED-627	Career Counseling	3
ED-628	Family Counseling	3
ED-629	Psychological Testing	3
ED-674	Lifespan Transition Counseling	3
ED-675	Group Counseling Practicum	3
ED-699	Special Topics in Counselor Education	3
Research Emphasis		
ED-602	Qualitative Inquiry in Education	3
ED-603	Quantitative Analysis	3
ED-699	Special Topics in Counselor Education	3
Any graduate course from either emphasis track or advisor-approved of related program.		

TOTAL CREDIT HOURS **45**

MASTER OF ARTS IN ENGLISH

Tracks: Literature or Linguistics

Program Chair: Andrea Sant, Ph.D.
English & Communication Bldg., Room 117J
Tel: 735-2736 Email: asant@triton.uog.edu

OBJECTIVES

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

MEMBERS

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

PROGRAM LEARNING OUTCOMES

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

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

ADMISSION REQUIREMENTS

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

Applicants who have earned undergraduate degrees in fields other than English, or who have been working professionally outside the university setting, are welcome to apply. After a review of their academic preparation by the graduate English faculty, applicants will be required to complete any English or Linguistics courses, either before or during the M.A. program, that the M.A. Program Committee deems necessary for the applicant to successfully pursue graduate study in English.

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

The M.A. in English program offers two tracks of study: the Literature Track and the Linguistics Track.

Plan of Study, Candidacy and the Thesis Committee

During the first semester of enrollment, students, in consultation with a chosen advisor and the M.A. in English program chair, will decide on an appropriate plan of study.

After the completion of 9-12 credits or 3-4 courses, they will qualify to enter their candidacy stage, which involves moving from coursework into the thesis process.

The Thesis Process

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

Allocating Thesis Credits Among Semesters

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

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

1. the selection of a committee chair, whose specialty coincides with the student's research interest;
2. the establishment of a thesis committee;
3. and the completion of the Candidacy Application Form obtainable from the MA Program chair.

To establish a thesis committee, the student should choose a graduate faculty member from the M.A. in English program to chair the committee. In consultation with that chair, she or he will form a committee of three to five PhDs. At least one of the members of the committee shall be from the University of Guam's English and Applied Linguistics Division.

Part 2 – The Research Project. Part 2 involves:

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

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

Writing Support

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

Traditional Thesis for both Literature and Linguistics Tracks

The traditional M.A. thesis, which counts for six EN-695 credit hours credits, represents the culminating effort of the degree program and should be at least 45 to 60 pages in length. A thesis project may evolve from course work, a seminar paper, or the professional and scholarly interests of a student. The thesis would be in literary, rhetorical, composition, or linguistic studies, and the student's thesis committee must approve the topic.

Creative Thesis for the Literature Track

The creative thesis project, which counts for six EN-695 credit hours credits, represents the culminating effort of the degree program and should be at least 45 to 60 pages in length. This thesis can be a novella, book of poems, creative essays, non-fictional narrative, or dramatic/cinematic screenplay. The literary quality and scope of each project will be carefully evaluated through consultation with the student's graduate advisor and committee. The student's thesis committee must approve the topic.

Flexible Class Schedule

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

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

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

Graduate Writing Seminar

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

Graduate Teaching Instructors

The Master of Arts in English Graduate Teaching Instructor Program offers qualified graduate students the opportunity for hands-on training in teaching composition courses for our division.

Before applying for a Graduate Teaching Instructor position, interested students must complete 9-12 graduate course hours in DEAL and achieve the status of degree candidate. Applicants must also successfully complete "EN-611: Seminar in Rhetoric and Composition" before applying to teach DEAL composition courses. They must also have completed or be concurrently enrolled in EN-650: Teaching College Composition with Practicum. This 6-credit-hour course sequence may be counted towards the 9-12-credit-hour requirement for candidacy. Graduate Teaching Instructor positions offer English graduate stu-

dents valuable university teacher training and experience that will benefit them in their future career goals.

DEGREE REQUIREMENTS

- All M.A. students in English must complete 30 credit hours, including a 6-hour traditional or creative thesis, to receive the degree.
- All students are required to complete EN/LN 501, 680, and six credits of EN/LN-695: Thesis. Students may enroll in their thesis hours concurrently with their final course(s); or enroll in all six credit hours of EN/LN-695 during one semester after receiving the approval of their thesis committee.
- Students preparing to teach must complete EN-611. Students wishing to teach as DEAL GSIs must complete EN-611 and have taken or be concurrently enrolled in EN-650 during the first semester of their GSI experience.
- In addition to the required courses, student must also complete 18 credits of electives, of which 6 credits must be taken at the 600-level.

COURSE REQUIREMENTS: (30 CREDIT HOURS)

Required Courses for both the Literature and Linguistics tracks: (6 credit hours)

Course	Course Title	Credits
EN/LN-501	Graduate Research & Documentation	3
EN/LN-680	Seminar in Contemporary Critical Theory	3

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

Elective Requirements: (18 credit hours)

Course	Course Title	Credits
LN-440G	Topics in Linguistics	3*
LN-440bG	Topics in Linguistics: Pragmatics	3
LN-500	Applied Linguistics	3*
LN-502	History of English	3
LN-560	Sociolinguistics	3
EN-611	Seminar in Composition and Rhetoric	3
EN/LN-620	Seminar in English Literature	3*

Course	Course Title	Credits
EN-640	Seminar in American Literature	3*
EN-650	Teaching College Composition with Practicum	3
LN/ED-662	Second Language Testing and Evaluation	3*
LN/ED-663	Psycholinguistics	3*
LN-691	Graduate Seminar	3*
LN-699	Independent Reading	3

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

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

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

Course	Course Title	Credits
EN 675	Seminar in Postcolonial Literatures	3
EN 691	Graduate Seminar	3*
EN 699	Independent Reading	3

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

Thesis: (6 credit hours)

Course	Course Title	Credits
EN/LN-695	Thesis	1-6
TOTAL CREDIT HOURS		30

MASTER OF ARTS IN MICRONESIAN STUDIES

Program Chair: Todd T. Ames, Ph.D.
Humanities & Social Sciences Bldg., Division Office,
2nd Floor
Tel: (671) 735-2884 Email: tames@triton.uog.edu

OBJECTIVES

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

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

MEMBERS

AMES, Angeline L.C., Associate Professor, Sociology and Micronesian Studies
AMES, Todd T., Associate Professor, Sociology and Micronesian Studies
ATIENZA, David, Associate Professor, Anthropology and Micronesian Studies
CABRERA, Debra, Assistant Professor, Sociology and Micronesian Studies
CLEMENT, Michael, Assistant Professor, History and Micronesian Studies
CRUZ, Mary Therese, Associate Professor, Political Science, Micronesian Studies, and CHamoru Studies
HATTORI, Anne Perez, Professor, History, Micronesian Studies, and and CHamoru Studies
KAWABATA, Yoshito, Associate Professor, Psychology and Micronesian Studies
KING, Romina, Assistant Professor, Geography and Micronesian Studies
MADRID, Carlos, Associate Professor, Spanish Pacific History and Micronesian Studies
RUBINSTEIN, Donald H., Professor, Anthropology/Public Health and Micronesian Studies
SELLMANN, James D., Dean, College of Liberal Arts and Social Sciences; Professor, Philosophy and Micronesian Studies
TWADDLE, Iain K.B., Professor, Clinical Psychology and Micronesian Studies
WALTER, Ansito, Associate Professor, Public Administration and Micronesian Studies

PROGRAM LEARNING OUTCOMES

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

1. Mastery of understanding of and the ability of students to identify, discuss, analyze, and write about a wide range of topics dealing with the history, culture, people, identity, economic activity, geography, politics, art, religion, social organization, and gender roles of Micronesia and the interdisciplinary interpretation of them.
2. Mastery of the understanding of and the ability of students to identify, discuss, analyze, and write about the diverse historical encounters of missionization, colonialism, militarism, economic development, and disputes over political and cultural sovereignty and identity that have faced Micronesia.
3. Mastery of understanding of and the ability of students to identify, discuss, analyze, and write about the major theories, issues, and research in the study of social issues and social problems of Micronesia.
4. Mastery of the understanding of the role of theory in Micronesian Studies, such that the student will be able to define theory and describe its role in generating knowledge, and be able to compare and contrast basic theoretical perspectives, and to synthesize and/or design a set of theoretical problems.
5. Mastery of the understanding of and the ability of students to utilize the role of empirical evidence and the application of qualitative and quantitative research methodologies in collecting data, the ability to formulate and design research methodologies, conduct independent research, collect and analyze data, interpret evidence and arguments, and analyze, synthesize, and present data in a scholarly manner.

ADMISSION REQUIREMENTS

Degree students must meet the minimum admission requirements expected of all students, as outlined in the Academic Regulations.

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

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

- a. An autobiographical sketch outlining the applicant's personal, professional, and academic experiences that have prepared her/him to pursue training in Micronesian Studies.
- b. A discussion of why the applicant is applying specifically to UOG's Master of Arts in Micronesian Studies, highlighting aspects of the program which most attract her/him.
- c. A description of the research interest the applicant would like to explore and the academic and/or professional experiences that have most prepared her/him to study that topic.

DEGREE REQUIREMENTS

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

1. Pro-seminar courses (MI-501, MI-502, MI-503): 9 credits
2. Elective courses: 15 credits
3. One course in research methodology appropriate to the student's area of research: 3 credits
4. Comprehensive written and oral examinations
5. Micronesian or appropriate language proficiency examination
6. Thesis: 6 credits

LANGUAGE REQUIREMENTS

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

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

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

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

COURSE REQUIREMENTS (33 CREDIT HOURS MINIMUM)

Required Pro-seminar Courses: (9 credit hours)

Course	Course Title	Credits
MI-501	Peoples and Cultures of Micronesia	3
MI-502	History of Micronesia	3
MI-503	Contemporary Issues and Problems	3

Required Research Methodology Course: (3 credit hours)

Course	Course Title	Credits
(One course appropriate to student's area of research)		
BI-412G	Biometrics	4
PY-413G	Research Methodology in the Behavioral Science	3
MI-513	Research Methodology in Social Sciences	3

Electives: (15 credit hours)

Course	Course Title	Credits
(At least 15 hours selected with the approval of advisor)		
AN/SO-405G	Community Development	3**
PY-413G	Research Methodology in the Behavioral Science	3*
PY-455G	Psychology of Women	3*
PY-502	Micronesia and Mental Health	3
BA-710	Advanced Topics in International Business	3
HI-444G	Modern Pacific History from 1850 to Present	3*
HI-450G	Topics in Pacific History	3*
MI/EV-506	Physical Geography of Micronesia	3
MI/PI-508	Micronesian Philosophy	3
MI-510	Governance of Island Polities	3
MI-512	Guam/Chamoru Studies	3
MI-514	Health and Human Adaptation in Micronesia	3
MI/EV-517	Cultural Ecology	3
MI-518	Religion, Magic, and Myth in Micronesia	3

Course	Course Title	Credits
MI-520	Economic Dev't and Change in Micronesia	3
MI-599a,b,c,d	Readings in Micronesian Studies	3***
MI-691a,b,c,d	Seminar in Micronesian Studies	3***
*	A student shall not take more than 9 credit hours of "G" courses.	
**	Either AN-405G or SO-405G may be taken, but not both.	
***	These courses may be taken more than once for credit provided that the topics are substantially different.	

Thesis: (6 credit hours)

Course	Course Title	Credits
MI-695	Thesis	6

TOTAL CREDIT HOURS

33

GRADUATE CERTIFICATE IN MICRONESIAN STUDIES

OBJECTIVES

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

COURSE REQUIREMENTS: (15 CREDIT HOURS)

Required Courses: (9 credit hours)

Course	Course Title	Credits
MI-501	Peoples and Cultures of Micronesia	3
MI-502	History of Micronesia	3
MI-503	Contemporary Problems and Issues in Micronesia	3

Electives: (6 credit hours)

Course	Course Title	Credits
AN/SO-405	Community Development	3
BA-710	Advanced Topics in International Business	3
BI-412/G	Biometrics	3
HI-444/G	Modern Pacific History from 1850 to Present	3
MI/EV-506	Physical Geography of Micronesia	3
MI/PI-508	Micronesian Philosophy	3
MI-510	Governance of Island Polities	3
MI-512	Guam/Chamoru Studies	3
MI-513	Research Methods in Micronesian Studies	3
MI-514	Health and Human Adaptation in Micronesia	3
MI-518	Religion, Magic, and Myth in Micronesia	3
MI-520	Economic Development and Change in Micronesia	3
MI-599a,b,c,d	Readings in Micronesian Studies	3***
MI-699	Seminar in Micronesian Studies	3
PY-413G	Research Methodology in the Behavioral Sciences	3
PY-455G	Psychology of Women	3
PY-475G	Micronesia and Mental Health	3

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

TOTAL CREDIT HOURS

15

MASTER OF ARTS IN TEACHING

Tracks: Elementary or Secondary

Program Chair: Michelle Santos, Ph.D.
School of Education Bldg., Room 208D
Tel: (671) 735-2412 Email: msantos@triton.uog.edu

OUTCOMES

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

MAT Student Learning Outcomes (InTASC standards)

Standard #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Prerequisite:

1. Meet all University requirements stated under Academic Regulations.
2. A degree in a field outside of Education and a completed Transcript Analysis Form. For Secondary Education: Fifteen (15) units of coursework (6 of which must be upper division credits) in the content area in which certification is being sought. Content areas include: Language Arts, Math, Science, Social Studies, Health/PE, World Language, Business, and Consumer Family Science.
3. Praxis Core scores of Reading 156, Writing 162, and Math 150. Additionally required: Praxis Subject Assessment scores that meet GCEC score requirements in the specified content area.
4. Two letters of recommendation that speak to the applicant's scholarly knowledge in the content area and aptitude to work with youth.
5. A written statement of accomplishments, interests, and goals relating to teaching.

6. Admission interview. Entry into the program is contingent on passing this interview with the MAT chair. The MAT Program trains students to work in either the elementary or middle and high school public and private settings. Because participants will teach minors in very sensitive settings, it is crucial that those who are admitted and graduated from this program have integrity and competency.

Continuing Requirements:

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

COURSE REQUIREMENTS: (39 CREDIT HOURS)

Professional Knowledge: (18 credit hours)

Course	Course Title	Credits
ED-605	Foundations of Education	3
ED-607	Learning Theories	3
ED-608	Classroom Assessment	3
ED-655	Philosophies and Practices in Special Education	3

Course	Course Title	Credits
ED-683	Classroom Management	3
ED-699	Special Topics in Research	1/1/1

Pedagogical Knowledge: (9 credit hours)

Choose between Elementary Education and Secondary Education.

Course	Course Title	Credits
Elementary Education		
ED-618	Instructional Strategies	2
ED-639	Integrated Literacy & SS	3
ED-648	Health and PE	1
ED-659	Integrated Math & Science	3
Secondary Education		
ED-606	Child/Adolescent Development	3
ED-609	Instructional Technology	3
ED-616	Secondary Teaching Methods	3

Practice and Research: (12 credit hours)

Course	Course Title	Credits
ED-698	Internship	6
ED-617	Action Research	3
ED-690	Special Project	3

TOTAL CREDIT HOURS **39**

GRADUATE CERTIFICATE IN TEACHING

OUTCOMES

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

Prerequisite:

1. Meet all University requirements stated under Academic Regulations.
2. A degree in a field outside of Education and a completed Transcript Analysis Form. For Secondary Education: Fifteen (15) units of coursework (6 of which must be upper division credits) in the content area in which certification is being sought. Content areas include: Language Arts, Math, Science, Social Studies, Health/PE, World Language, Business, and Consumer Family Science.
3. Praxis I score of 176 Reading, 173 Writing and 170 Math or Praxis Core scores of Reading 156, Writing 162, and Math 150. Additionally required: Praxis Subject Assessment scores that meet GCEC score requirements in the specified content area.
4. Two letters of recommendation that speak to the applicant's scholarly knowledge in the content area and aptitude to work with youth.
5. A written statement of accomplishments, interests, and goals relating to teaching.
6. Admission interview. Entry into the program is contingent on passing this interview with the MAT chair. The MAT Program trains students to work in either the elementary or middle and high school public and private settings. Because participants will teach minors in very sensitive settings, it is crucial that those who are admitted and graduated from this program have integrity and competency.

Continuing Requirements:

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

COURSE REQUIREMENTS: (30 CREDIT HOURS)**Professional Knowledge: (15 credit hours)**

Course	Course Title	Credits
ED-605	Foundations of Education	3
ED-607	Learning Theories	3
ED-608	Classroom Assessment	3
ED-655	Principles and Practices in Special Education	3
ED-683	Classroom Management	3

Pedagogical Knowledge: (9 credit hours)

Choose between Elementary Education and Secondary Education.

Course	Course Title	Credits
Elementary Education		
ED-618	Instructional Strategies	2
ED-639	Integrated Literacy & SS	3
ED-648	Health and PE	1
ED-659	Integrated Math & Science	3
Secondary Education		
ED-606	Child/Adolescent Development	3
ED-609	Instructional Technology	3
ED-616	Secondary Teaching Methods	3

Practice and Research: (12 credit hours)

MASTER OF EDUCATION

Administration and Supervision, Reading, Secondary Education, Special Education, and TESOL

School of Education Bldg., Room 210

Tel: (671) 735-2400

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

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

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

OBJECTIVES

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

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

PREREQUISITE FOR ADMISSION AND CONTINUING REQUIREMENTS FOR SCHOOL OF EDUCATION

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

1. A minimum 3.0 cumulative undergraduate GPA or 3.0 graduate cumulative GPA based on a minimum of 9 graduate credit hours
2. Submit an Electronic Portfolio on LiveText to the Admission Committee to include the following:
 - a. an essay, between 300-500 words, of accomplishments, interests, and goals relating to education
 - b. three School of Education dispositions rubrics to be completed by two School of Education faculty and one current/former employer or school site administrator or master teacher.
3. A completed Graduate Program Entry form.

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

CONTINUING REQUIREMENTS

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

GRADUATE DOUBLE MAJORS IN EDUCATION

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

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

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

THESIS AND SPECIAL PROJECT DESCRIPTIONS

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

MASTER OF EDUCATION: ADMINISTRATION AND SUPERVISION

Program Chair: Geraldine S. James, Ed.D.
School of Education Bldg., Room 208G
Tel: (671) 735-2403 Email: gjames@triton.uog.edu

OBJECTIVES

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

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

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

PROGRAM LEARNING OUTCOMES

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

Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration,

trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

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

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

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

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

Standard 7: A building-level education leader applies

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

SPECIFIC PREREQUISITE

Students who wish to be admitted to this specialization must have: (1) an undergraduate degree in Professional Education, or its equivalent as approved by the School of Education and (2) three years of fulltime P-12 classroom teaching experience.

COURSE REQUIREMENTS: (33 CREDIT HOURS)

Core Courses: (9 credit hours)

Course	Course Title	Credits
ED-601	Introduction to Research Methods	3
ED-602	Qualitative Inquiry in Education, or	3
ED-603	Quantitative Analysis	3

Electives: (3 credit hours)

Graduate level course from any college with the approval of Program Chair is an option for electives. However, students who wish to complete a graduate special project (3 credits) need one more elective course.

Areas of Specialization: (15 credit hours)

Course	Course Title	Credits
ED-610	School Leadership and Administration	3
ED-611	School Personnel Management	3
ED-612	School Law	3
ED-613	School Financial Management	3
ED-698	Internship	3

Thesis or Graduate Special Project: (6 credit hours)

Course	Course Title	Credits
ED-695	Thesis	3/3
or		
ED-690	Graduate Special Project	3
ED-699	Graduate Special Project: Elective	3
ED-697	Comprehensive Exam	0

Capstone Portfolio and PRAXIS II with a score approved for licensure on Guam. Current requirements may be found at the Guam Commission for Educator Certification website: www.gcec.guam.gov. (Required for all students)

TOTAL CREDIT HOURS

30

MASTER OF EDUCATION: READING (ONLINE)

Program Chair: Catherine E. Stoicovy, Ph.D.
Tel: (671) 735-2400 Email: cstoicovy@triton.uog.edu

OBJECTIVES

The School of Education offers a master's degree with a specialization in Reading as an Online Program. The program offers the same rigor and academic quality as a traditional face-to-face degree program yet offers the convenience of online learning that fits the schedule of a busy professional. The online program allows you to learn from the comfort of your own home or nearby school or library at a time that is convenient for you. We believe students will find the program both engaging and meaningful. This specialization is designed to prepare professionals in the field of reading/literacy who are interested in becoming highly effective teachers and specialists in reading and language arts. A thesis or special project is recommended for students who anticipate further study at the doctoral level. Reading faculty will conduct an admissions interview as an entry-level assessment for new applicants.

This specialization is designed to prepare professionals for the following roles:

1. To develop students' literacy (reading and writing) in language arts and across the curriculum, with an emphasis on pre-school, elementary and secondary years.
2. To assess and instruct students with diverse literacy needs in regular classrooms, as well as specialized settings (developmental or basic classes, ESL classes, special education classes, adult literacy centers, etc.).
3. To participate as a member of a professional learning community, reflecting on practice and contributing to the improvement of instructional programs, advancement of knowledge and practice of colleagues.

Graduates find diverse professional positions, with the majority serving in schools as classroom teachers, reading/language arts resource teachers, special education teachers, and school consultants. Some become diagnosticians and reading specialists in clinical settings or private practice, and some go on to doctoral study.

In addition to course work that integrates theory and practice, students will diagnose and instruct individuals who have reading and writing problems.

MEMBERS

FERRER, Lourdes, Professor of Teacher Education and Public Service
INOUE-SMITH, Yukiko, Professor of Foundations and Educational Research
STOICOVY, Catherine, Professor of Reading

PROGRAM LEARNING OUTCOMES

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

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

PREREQUISITE

A student who wishes to be admitted into this specialization must have a bachelor's degree in Education or a related field (e.g. psychology, English, linguistics, etc.); and teaching experience of one or more years. Note that a teaching certificate is required for those wishing to teach at the elementary or secondary levels in the Guam Public School System. For additional information about the Reading Program, visit our website: www.uog.edu.

COURSE REQUIREMENTS: (36 and 45 CREDIT HOURS)

Core Courses: (3* or 6 credit hours)

Course	Course Title	Credits
ED-601	Introduction to Research Methods	3
ED-602* or	Qualitative Inquiry in Education	3
ED-603*	Quantitative Analysis	

* required only for students who wish to complete a thesis or special project

Area of Specialization: (30 credit hours)

Course	Course Title	Credits
ED-484G	The Art and Craft of Teaching Writing	3
ED-640	Language and Literacy Development	3

Course	Course Title	Credits
ED-641	Middle/Second Reading & Writing in the Content Areas	3
ED-642	Seminar in Literature for Children and Young Adults	3
ED-643	Practicum: Literacy Assessment	3
ED-644	Practicum: Literacy Instructional Lab	3
ED-645	Advanced Methods in PK-12 School Literacy	3
ED-646	Organization and Supervision of Reading Programs	3
ED-647	Issues and Research in Literacy Education	3
ED-649	Capstone Seminar in Language and Literacy	3

Technology and Literacy: (3 credit hours)

Course	Course Title	Credits
ED-638	Teaching with the Internet	3

Thesis or Special Project: (6 credit hours)

Course	Course Title	Credits
ED-690 or	Special Project	6
ED-695	Thesis	6
ED-697	Comprehensive Exam	0

Capstone Portfolio and PRAXIS II for Reading Specialist required for students who seek Reading Specialist Certification.

OR

Capstone Portfolio and Written Comprehensive Exam required for students who do not seek Reading Specialist Certification.

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

36

TOTAL CREDIT HOURS (for students who choose to complete a thesis/special project)

45

MASTER OF EDUCATION: SECONDARY EDUCATION

Program Chair: Cheryl R. Sangueza, Ph.D.
School of Education Bldg., Room 208I
Tel: (671) 735-0241 Email: csangueza@triton.uog.edu

OBJECTIVES

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

PROGRAM LEARNING OUTCOMES

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

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

COURSE REQUIREMENTS: (33 CREDIT HOURS)

Core Course: (6 credit hours)

Course	Course Title	Credits
ED-601	Introduction to Research Methods	3
OR		
ED-617	Action Research (pending advisor's approval)	
AND		
ED-602 or	Qualitative Inquiry in Education	3
ED-603	Quantitative Analysis	

Elective Courses in Education: (6 credit hours)

Course	Course Title	Credits
ED-612	School Law	3
ED-641	Mid/Second Reading & Writing in Content Areas	3
ED-670	Effective Middle Schools	3

Course	Course Title	Credits
ED-671	Critical Issues in Secondary Schools	3
ED-672	Philosophy of Education	3
OR graduate-level course from any college with the approval of program faculty.		

Specialization Courses: (15 credit hours)

Courses in this area would be those in a student's teaching content area and would be approved and selected in conjunction with the academic advisors in the appropriate content areas (SOE and CLASS or CNAS or SBPA). For example, in the content area of social studies, the student should select courses in the M.A. program in Micronesian Studies or graduate level courses in history, political science, anthropology, etc.

PRAXIS II with a passing score approved for licensure on Guam. Current requirements (May 11, 2010) may be found at the Guam Commission for Educator Certification website: www.gcec.guam.gov. (Required for all students) and Oral Examination.

Thesis or Special Project: (6 credit hours)

Course	Course Title	Credits
ED-691	Overview Seminar	3
AND		
ED-690 or	Special Project	3
ED-695	Thesis	
ED-697	Comprehensive Exam	0
TOTAL CREDIT HOURS		33

MASTER OF EDUCATION: SPECIAL EDUCATION

Program Chair: Suzanne U. Bells, Ph.D.
School of Education Bldg., Room 210F
Tel: (671) 735-2430 Email: suzannebm@triton.uog.edu

TRACKS

- Professional
- Research

OBJECTIVES

The School of Education offers a master's degree with a specialization in the field of Special Education. The program is designed to develop highly qualified, advance level professionals in Special Education who serve the Guam community and the greater Pacific region.

PROGRAM LEARNING OBJECTIVES

- Advanced Preparation Standard 1: Assessment Special education specialists use valid and reliable assessment practices to minimize bias.
- Advanced Preparation Standard 2: Curricular Content Knowledge
Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- Advanced Preparation Standard 3: Programs, Services, and Outcomes
Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- Advanced Preparation Standard 4: Research and Inquiry
Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
- Advanced Preparation Standard 5: Leadership and Policy
Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
- Advanced Preparation Standard 6: Professional and Ethical Practice
Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education

practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

- Advanced Preparation Standard 7: Collaboration**
Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

SPECIFIC PREREQUISITES

Students wishing to be admitted to this specialization must have an earned baccalaureate degree in Education. Student with non-education baccalaureate degrees with teaching experience may also be admitted, however those with no teaching experience will be required to take nine hours of undergraduate coursework prior to enrolling in the program. The program chair must approve the program of study ("Graduate Program Entry" form) prior to the start of the program for all students.

COHORT SYSTEM

The graduate special education program is offered using the Cohort System. A maximum of 15 students may enroll in one of three Cohorts each year (June, August and January). There are six terms each year – Term 1 and 2 (Fanuchånan Semester 2-8 week sessions), Terms 3 and 4 (Fañomnåkan Semester 2-8 week sessions) and Term 5 and 6 (Finakpo' Sessions 2-4 week sessions). Classes are generally held on weekends in the Fanuchånan and Fañomnåkan, and on weekdays during the Finakpo'. Students will meet the requirements for GCEC Special Education Certification (K-12) and may complete the Master of Education in six terms (12 months). All students seeking teaching certification must pass the PRAXIS CORE: Reading, Writing & Math, PRAXIS II – PLT (level determined by student) and PRAXIS II (0354-Special Education) examinations as required by GCEC. Those students seeking the Master of Education must pass the PRAXIS II (0354-Special Education) examination and complete the NCATE approved Electronic Portfolio to meet the Comprehensive Examination requirements. Additional coursework and internship may be required depending on the applicants' background. Students seeking teacher certification should obtain a GCEC Teacher Certification Evaluation before developing a program of study.

COURSE REQUIREMENTS:

Core Course: (9 credit hours)

Course	Course Title	Credits
ED-601	Introduction to Research Methods	3
ED-654	Multicultural Special Education	3
AND		
ED-602 or	Qualitative Inquiry in Education	3
ED-603	Quantitative Analysis	

Area of Specialization: (15 credit hours)

Students will develop their area of specialization with the approval of program chair.

Electives: (3 credit hours)

Student selects one graduate course with the approval of program chair.

Research or Professional Track: (6 credit hours)

Thesis or Special Project: (6 credit hours)

Course	Course Title	Credits
ED-691	Overview Seminar	3
ED-690 or	Special Project (Capstone Course)	3
ED-695	Thesis (Capstone Course)	
ED-697	Comprehensive Exam	0

Professional Track: (6 credit hours)

Course	Course Title	Credits
ED-691	Overview Seminar (Capstone Course)	3
ED-698	Internship in Special Education	3
ED-697	Comprehensive Exam	

TOTAL CREDIT HOURS

33

MASTER OF EDUCATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Interim Program Chair: Suzanne U. Bells, Ph.D.
School of Education Bldg., Room 208J
Tel: (671) 735-2430 Email: suzannebm@triton.uog.edu

OBJECTIVES

The School of Education offers a master's degree with a specialization in TESOL. The objectives of this program of study are to maintain a balance between theory and practice, and to fulfill a threefold purpose:

1. To train practitioners to enter the ESL classroom as professionals,
2. To provide a theoretical base which would enrich the formation of ESL classroom teachers and enable those who wish to further their studies at the doctoral level, and
3. To serve as a resource for other teachers to function as ESL trainers.

PROGRAM LEARNING OUTCOMES (TESOL STANDARDS)

Domain 1 – Language

- a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.
- b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2 – Culture

Culture as it Affects Student Learning. Candidates know, understand and use major theories and research related to the nature and role of culture in their institution. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3 – Instruction

- a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

- b. Implementing and Managing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.
- c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content instruction.

Domain 4 – Assessment

- a. Issues of Assessment for English Language Learners. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.
- b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.
- c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Domain 5 – Professionalism

- a. ESL Research and History. Candidates demonstrate knowledge of history, research, and educational public policy, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.
- b. Professional Development, Partnerships and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

SPECIFIC PREREQUISITES

In order to be admitted to this specialization, prospective student must have the prerequisites as currently stated in the catalog plus:

1. Native speaker of English or a score of 550 on the TOEFL.
2. A Bachelor's Degree with a major in English, Education, a foreign language, or a related field.
3. A teaching certificate for those wishing to teach at the elementary or secondary levels.

IMPORTANT NOTICE: The M.Ed. TESOL degree does not lead to initial certification to teach in the Guam (or other U.S.) school system. Endorsement to teach ESL in the Guam school system will only be granted to teachers currently certified. Non-certified candidates are welcomed to apply to the M.Ed. TESOL program if they are not seeking endorsement or certification.

COURSE REQUIREMENTS: (33 CREDIT HOURS)

Core Courses: (30 credit hours)

Course	Course Title	Credits
ED-582	Foundations of TESOL	3
ED-661	Second Language Curriculum Theory and Development	3
ED-660	Applied Linguistics	3
ED-585	English Grammar	3
ED-583	Materials Evaluation and Design	3
ED-601	Introduction to Research Methods	3
ED-602	Qualitative Analysis	3
ED-603	Quantitative Analysis	3
ED-584	Phonetics	3
ED-662	Second Language Testing and Evaluation	3

A finakpo' practicum is required and is part of the coursework.

Thesis: (3 credit hours)

Course	Course Title	Credits
ED-695	Thesis: TESOL	3
ED-697	Comprehensive Exam	0

TOTAL CREDIT HOURS

33

A capstone Portfolio and PRAXIS II English to Speakers of Other Languages (ESOL) examination with a passing score approved for licensure on Guam is required for candidates seeking endorsement in ESL. Current requirements (May 11, 2010) may be found at the Guam Commission for Educator Certification website <http://www.gcec.guam.gov> (Required for all students). In lieu of the PRAXIS II ESOL examination, candidates not seeking endorsement to teach ESL in the Guam school system will be required to take a written comprehensive examination at the end of their studies.

MASTER OF PUBLIC ADMINISTRATION (MPA)

Program Chair: John J. Rivera, Ph.D.
School of Business & Public Administration Bldg.
Tel: 735-2501/2520 Email: jrivera@triton.uog.edu

OBJECTIVES

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

MEMBERS

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

PROGRAM ADMISSION

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

1. Satisfaction of Graduate Admission Standards, according to the current UOG Graduate Bulletin;
2. Earned baccalaureate degree from an accredited college or university (a prospective candidate for the MPA program may hold a bachelor's degree in any field. It is

not necessary that the bachelor's degree be in public administration.);

3. Official transcripts of all undergraduate work;
4. An overall grade point average (GPA) of at least 3.0 (on a 4-point scale) in the last two years (62hrs.)
5. Completion of Common Professional Component (CPC) – Based Comprehensive Exam for Master's Degree Programs in Public Administration (administration can be requested through the SBPA Dean's Office);
6. Two letters of recommendation;
7. Resume;
8. Statement of intent. The statement of intent should include, at the least, why the prospective candidate is choosing to pursue an MPA degree, what the applicant intends to do with the degree, and other pertinent information;
9. After completion of Steps 1-8, applicants must schedule an interview with MPA Chair;
10. Essay/Writing Sample (to be administered on the spot during the interview with MPA Program Chair).

PROGRAM LEARNING OUTCOMES

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

- PLO 1: Demonstrate an advanced understanding of leading and managing in public governance;
PLO 2: Demonstrate an ability to relevantly apply a real-world understanding, participate in, and contribute to the policy process;
PLO 3: Demonstrate a practical competency to analyze, synthesize, think critically, quantitatively/ qualitatively reason, solve problems and make decisions;
PLO 4: Demonstrate an advanced proficiency to articulate and apply a public service perspective grounded in professional, ethical and socially responsible behavior;
PLO 5: Demonstrate a dynamic ability to be innovative, to communicate, and interact productively with a diverse and changing workforce and citizenry;
PLO 6: Demonstrate an advanced proficiency in utilizing technology toward the betterment and advancement of the profession; and
PLO 7: Demonstrate a comprehensive mindset that fosters an advanced understanding and appreciation of territorial, regional, federal, and international environments, with consideration of indigenous and global impact perspectives, and their relation to Public Administration.

PUBLIC SERVICE VALUES

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

Public Service Value 1 - Professionals Committed to Accountability, Transparency, and Ethics: Our mission will be met by competent professionals, committed to pursuing the public interest with accountability, transparency, and the highest standard of ethical consideration.

Public Service Value 2 - Public Servants Worthy of Public Trust: As Public Servants, with every thought, word, and deed, we must strive every day, and at every instance, to prove ourselves worthy of the public's trust. We must be humble and consider ourselves privileged to be charged with the welfare of others.

Public Service Value 3 - Keepers of Respect, Equity, and Fairness Rooted in the Principles of Democracy: The Principles of Democracy must be at the heart of everything we do. We must also always strive to demonstrate respect, equity, and fairness in dealing with all people and fellow public servants. Further, it should be our pledge to be guided by Constitutional principles of the United States, the Organic Act of Guam, and be exemplars of law-abiding citizens in our respective roles within public service.

MPA PROGRAM LEVEL ACADEMIC REQUIREMENTS

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

DEGREE REQUIREMENTS

The Master of Public Administration program has three sequential stages: 1) Core Courses, 2) Elective Courses, and 3) Capstone experience. The capstone course shall only be taken in the student's graduating semester. All pre-service students must take PA-598 as an elective.

COURSE REQUIREMENTS: (36 CREDIT HOURS)

Core Courses: (21 credit hours)

Course	Course Title	Credits
PA-501*	Applied Research Methodology	3
PA-510	Administrative Thought	3
PA-525	Public Budgeting	3
PA-530	Public Personnel, Disciplinary & Performance Management	3
PA-535	Intergovernmental Relations	3
PA-540	Administrative Law	3
PA-560	Leadership and Social Responsibility of Organizations	3

Elective Courses: (9-12 credit hours)

Course	Course Title	Credits
PA-545a-e	Special Topics in Public Administration Management	3
	a) Public Policy and Governance	
	b) Public Private Partnership	
	c) Comparative Public Administration	
	d) Public Planning	
	e) Public Contracting & Procurement Policies & Practices	
PA-570a-e	Special Topics in Public Personnel Administration	3
	a) Policy	
	b) Current/ Relevant Issues	
	c) Employment Law	
	d) Organizations	
	e) Systems	
PA-598*	Internship	3
PA-690**	Special Project	3

Course	Course Title	Credits
*Required of all pre-service students		
**May be taken multiple times only with the expressed written consent of the MPA Chair		

Capstone Experience: (3–6 credit hours)

Course	Course Title	Credits
PA-692 or	Practicum	3
PA-695	Thesis	6

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

TOTAL CREDIT HOURS **36**

MASTER OF SCIENCE IN BIOLOGY

Program Chair: Bastian Bentlage, Ph.D.
Marine Laboratory Bldg., Room 106
Tel: (671) 735-0320 Email: bentlageb@triton.uog.edu

OBJECTIVES

The College of Natural and Applied Sciences offers a Master of Science Degree in Biology. Courses for the Master of Science Degree are taught by faculty from the College and Applied Sciences, the Marine Laboratory and the Water and Environmental Research Institute. The program is designed to serve those students who are pursuing a research-oriented career at the master's level, those using the master's degree as a stepping stone to a doctorate, a career in natural resource management or environmental consulting, and biology teachers who have fulfilled requirements for teacher's certification but seek a broader knowledge of biology.

In addition to obtaining the Master of Science in Biology, candidates have the opportunity to study in one of the most interesting regions in the Western Pacific. The Graduate Program in Biology has many facets comparable to mainland programs and provides outstanding opportunities in tropical marine science (see the section on the Marine Laboratory in this Bulletin).

MEMBERS

BENTLAGE, Bastian, Assistant Professor, Bioinformatics
BIGGS, Jason, Associate Professor, Molecular Ecology
CAMACHO, Frank, Associate Professor, Biology
COMBOSCH, David, Assistant Professor, Population Genetics
DONALDSON, Terry, Professor, Ichthyology
FIEDLER, G. Curt, Associate Professor, Biology
FUJIMURA, Atsushi, Assistant Professor, Oceanography
HOUK, Peter, Associate Professor, Marine Biology
HUI, Jiang, Associate Professor, Aquaculture
KERR, Alexander, Associate Professor, Marine Biology
LEMER, Sarah, Sr. Research Faculty, Genomics
LINDSTROM, Daniel, Associate Professor, Biology
LOBBAN, Christopher, Professor Emeritus, Biology
MARUTANI, Mari, Professor, Horticulture
MILLER, Ross, Professor, Entomology
MOOTS, Kate, Associate Professor, Biology
ORR, Michael, Assistant Professor, Biology
RAYMUNDO, Laurie, Professor, Marine Biology
RIGHETTI, Tim, Professor, Biology
SCHILS, Tom, Associate Professor, Marine Biology

PROGRAM LEARNING OUTCOMES

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

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

ADMISSION REQUIREMENTS

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

mitting a Permission for Thesis/Special Project Form which is then signed by the Graduate Biology Program Chair and Dean. The thesis committee is composed of a minimum of three (3) members; at least two (2) Biology Program Graduate Faculty members and one (1) outside member. The outside member is compulsory and can either be from the UOG Faculty (Graduate or otherwise), or from off-campus. If the latter, then these individuals may serve as committee members after submitting a CV documenting their qualifications for approval by the Biology Program Chair. The advisor or Committee Chair must be a listed Biology Program Graduate Faculty member.

DEGREE REQUIREMENTS

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

COURSE REQUIREMENTS

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

program. Cumulative GPA is calculated each semester by the Office of Admissions & Records.

Required Courses: (21 credit hours)

Course	Course Title	Credits
BI/EV-507	Advanced Statistical Methods	4
BI/EV-503	Biological Literature and Scientific Writing	2
BI-520	Current Topics in Cellular Biology	3
BI/EV-557/L	Population Ecology & Lab	4
BI-691	Seminar (1) at least twice	2
BI-695	Thesis	6

Electives (at least 9 credit hours)

TOTAL CREDIT HOURS	30
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MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

Program Chair: Iain K.B. Twaddle, Ph.D.
Co-Chair: Paul F.J. Fleming, Ph.D.
Humanities & Social Sciences Bldg., Room 219E
Tel: (671) 735-2882 Email: psychology@triton.uog.edu

OBJECTIVES

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

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

MEMBERS

FLEMING, Paul F. J., Associate Professor, Clinical Psychology
KAWABATA, Yoshito, Associate Professor, Psychology and Micronesian Studies
SHARMA, Rita, Assistant Professor of Psychology
SMITH, Kyle D., Professor, Psychology
TWADDLE, Iain K. B., Professor, Clinical Psychology and Micronesian Studies

PROGRAM LEARNING OUTCOMES

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

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

and the Asia Pacific region.

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

ADMISSION REQUIREMENTS

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

1. A completed bachelor's degree in psychology (or its equivalent) from an accredited institution of higher education with a minimum GPA of 3.0. Students with a GPA of less than 3.0 may petition to have the minimum GPA requirement waived if they demonstrate exemplary post-degree professional or research experience in the psychology field and meet one of the following criteria:
 - GPA of 3.0 or higher in their major coursework.
 - GPA of 3.0 or higher in their last two years of coursework.
 - Completion of one year (two semesters) of post-degree full-time undergraduate or graduate coursework with a GPA of 3.0 or higher.
2. The following undergraduate courses (or their equivalent):
 - MA-385 Applied Statistics
 - PY-370 Introduction to Clinical Psychology
 - PY-420 Abnormal Psychology
 - PY-413 Research Methodology in the Behavioral Sciences
 - PY-492a Psychology Practicum: Individual Counseling Skills
 - PY-492b Psychology Practicum: Child, Family, and Group Counseling Skills
3. A personal statement of no more than 1000 words addressing the following:

- a. An autobiographical sketch outlining the applicant's personal, professional, and academic experiences that have prepared him/her to pursue graduate training in clinical psychology.
 - b. A discussion of why the applicant is applying specifically to UOG's Master of Science in Clinical Psychology, highlighting aspects of the program that most attracts him/her.
 - c. A description of the research topic the applicant would like to explore in his/her master's thesis and the academic and/or professional experiences that have prepared him/her to study that topic.
4. Special consideration will be given to applicants with experience in psychological research (e.g., senior honors thesis, research assistantships, research publications, and/or conference presentations) and clinical psychology practice (e.g., undergraduate psychology practica, professional employment, volunteer work).
5. Because the program focuses on training individuals to provide psychological services in Guam and the Micronesian region, special consideration will be given to applicants with a basic knowledge of Guam and/or Micronesia gained through undergraduate or graduate coursework, research, or professional work experience. Special consideration will also be given to applicants who demonstrate interest in conducting research and clinical service in the region.
6. Top candidates will be invited for an interview with at least two of the program faculty.
7. Non-degree students will be admitted into program courses only by permission of the course instructor and the Clinical Psychology Master's Program Chair.

DEGREE REQUIREMENTS

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

COURSE REQUIREMENTS – (52 CREDIT HOURS MINIMUM)

Clinical Psychology Core Course Series: (12 credit hours)

Course	Course Title	Credits
PY-501	Ethical, Legal & Professional Issues in the Practice of Clinical Psychology	3
PY-502	Micronesia and Mental Health	3
PY-503	Psychopathology and Psychodiagnostics	3
PY-504	Topics in Clinical Psychology	3

Research Methods: (6 credit hours)

Course	Course Title	Credits
PY-511	Research Methods in Clinical Psychology I: Research Design	3
PY-512	Research Methods in Clinical Psychology II: Statistics	3

Clinical Assessment: (6 credit hours)

Course	Course Title	Credits
PY-521	Clinical Assessment I: Adult	3
PY-522	Clinical Assessment II: Child and Adolescent	3

Clinical Interventions: (12 credit hours)

Course	Course Title	Credits
PY-641	Clinical Intervention I: Cognitive-Behavioral Therapy	3
PY-642	Clinical Intervention II: Child and Adolescent Therapy	3
PY-643	Clinical Intervention III: Family Systems Therapy	3
PY-644	Clinical Intervention IV: Existential-Humanistic Therapy	3

Graduate Practicum: (4 credit hours)

Course	Course Title	Credits
PY-692a	Graduate Practicum in Clinical Psychology I	1
PY-692b	Graduate Practicum in Clinical Psychology II	1
PY-692c	Graduate Practicum in Clinical Psychology III	1

Course	Course Title	Credits
PY-692d	Graduate Practicum in Clinical Psychology IV	1

Internship: (6 credit hours)

Course	Course Title	Credits
PY-698a	Internship in Clinical Psychology I	3
PY-698b	Internship in Clinical Psychology II	3

Thesis: (6 credit hours)

Course	Course Title	Credits
PY-695a	Thesis I	3
PY-695b	Thesis II	3

TOTAL CREDIT HOURS **52**

MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE

Tracks: Research or Professional

Interim Program Chair: Romina King, Ph.D.
Humanities & Social Sciences Bldg., Room 220C
Tel: (671) 735-2880 Email: roking@triton.uog.edu

OBJECTIVES

The Environmental Science Graduate Program prepares students for professional employment, teaching, or advanced studies in environmental science and related disciplines. Courses are offered by faculty from the College of Natural & Applied Sciences, the Water & Environmental Research Institute of the Western Pacific, the Marine Laboratory, and the College of Liberal Arts & Social Sciences. Specific objectives of the program include seeking answers to environmental questions, especially those arising in the developing island nations of the Pacific; promoting needed educational and service projects in Western Pacific island communities; and equipping graduates with the knowledge and skills needed for sound scientific inquiry and professional practice, and a solid understanding and commitment to professional ethics.

MEMBERS

BADOWSKI, Grazyna, Associate Professor, Mathematics
BENTLAGE, Bastian, Assistant Professor, Bioinformatics
BLAS, Andrea L., Assistant Professor, Plant Pathology
CAMACHO, Frank, Associate Professor, Biology
COMBOSCH, David, Assistant Professor, Population Genetics
FIEDLER, G. Curt, Associate Professor, Biology
FUJIMURA, Atsushi, Assistant Professor, Oceanography
HABANA, Nathan C., Assistant Professor, Groundwater Hydrology
HUI, Jiang, Associate Professor, Aquaculture
JENSON, John W., Professor, Environmental Geology
JONES, Roseanne M., Professor, Economics
KERR, Alexander, Associate Professor, Marine Biology
KHOSROWPANAH, Shahram, Professor, Civil Engineering
KIM, Yong Sang, Assistant Professor, Water Engineering
KING, Romina, Assistant Professor, Geography
LANDER, Mark, Associate Professor of Meteorology
McCONNELL, James, Professor, Horticulture
MILLER, Ross H., Professor, Entomology
MOORE, Aubrey, Associate Professor, Entomology
ORR, Michael, Assistant Professor, Biology
PATIL, Ujwalkumar, D., Assistant Professor, Civil Engineering
RAYMUNDO, Laurie, Professor, Marine Biology
RIGHETTI, Tim, Professor, Biology
SHELTON, Austin J., Assistant Professor of Sea Grant Extension and Outreach
WEN, Yuming, Associate Professor of Geographic Information Systems

PROGRAM LEARNING OUTCOMES

Upon successful completion of the program, students will be able to demonstrate:

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

VALUES

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

ADMISSION REQUIREMENTS

General Admission Requirements

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

sional goals, and specific reasons for pursuing a master's degree in environmental science. Application packages are first evaluated by the Recruiting and Admission Committee, based on the submitted materials and the Background and Performance Requirements specified below. The Recruiting and Admission Committee recommends acceptance or rejection of the application to the program chair. Upon approval by the chair, the applicant is admitted to the program.

Background and Performance Guidelines

The Environmental Science Program is built around three component disciplines: Biology-Ecology, Geoscience-Engineering, and Economics-Management. Applicants are expected to have backgrounds related to at least one of these three disciplines. Related backgrounds are broadly defined. For example, disciplines related to Biology-Ecology, include all the sub-disciplines of biology and other life sciences, such as physiology, biochemistry, or genetics; the health sciences; and agricultural, animal, and plant sciences. Disciplines related to Geosciences-Engineering include the physical and natural sciences, particularly physics, chemistry, and the earth, oceanographic, and atmospheric sciences. Relevant disciplines also include engineering and applied sciences, particularly civil or mechanical engineering, applied mathematics, statistics, and computer science. Economics-Management backgrounds include economics, business, management, law, public administration, political science, and human, economic, or political geography. Applicants with other backgrounds, especially with interdisciplinary training or experience, who have completed the prerequisites listed below or can provide other evidence of their ability to successfully complete the core course requirement will be considered as well.

The recommended prerequisites listed below represent the ideal background preparation for each component discipline. It is acknowledged, however, that capable students from any given undergraduate major may not necessarily have completed the full suite of courses listed. Any of the listed prerequisites may therefore be waived by the Program Chair on the recommendation of the Recruiting and Admission Committee, based on its confidence that the applicant will nevertheless be able to successfully complete the core requirements (described in the section titled "Degree Requirements," below). Applicants who have taken the prerequisite courses listed below, however, should have no grade lower than a C in any of the courses listed for their discipline of interest. An applicant who does not meet these grade criteria may be admitted to the program on a provisional basis, however, if a faculty member agrees to serve as his or her advisor. Full admission may be granted by the Program Chair on the recommendation of the Recruiting & Admission Committee after such a student has completed 12 hours of environmental science courses approved in advance by the student's advisor, with grades

of B or better in each of them, and has demonstrated to the satisfaction of the Recruiting and Admission Committee and the Program Chair that he or she has remedied whatever deficiencies the committee identified when it recommended provisional admission.

Recommended Prerequisites

All Disciplines

Methods: Statistics and geographic information systems (upper level, i.e., 300-400 level)
Math: 2 semesters calculus

Biology-Ecology

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

Geosciences-Engineering

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

Economics-Management

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

DEGREE REQUIREMENTS

Upon admission to the program, students must choose and be accepted by a faculty advisor with expertise in their selected sub-discipline. Subsequently, the student's individual program is developed by the student and his or her advisor; and monitored by the advisor and the student's advisory committee. Final program approval requires endorsement by the chair of the Environmental Science Program, with subsequent approval by the director of Graduate Studies. In consultation with his or her advisor, each student must select which of the two tracks he or she will follow for the capstone experience: research or professional, as described below. For the research track, the capstone experience is a research thesis. For the professional track there are three options: a professional thesis, an internship, or additional coursework with a related research paper. Students may only apply for degree candidacy and register for capstone credits after their proposal has been presented to and approved by their advisory committee, as described below.

COURSE REQUIREMENTS

The Core Requirement

The University of Guam's graduate Environmental Science Program is a rigorous and challenging program, designed to produce graduates equipped with essential knowledge and skills and committed to the highest standards of professional integrity in research and application of environmental science to matters of public interest. The core curriculum thus contains consists of six courses totaling 18 credit hours:

- The "inner core" is three courses totalling 9 credit hours, centered on the essential skills of scientific thought and practice and advanced methods of applied environmental science. Scientific Competence & Integrity (EV/BI-508, 3 credit hours) addresses critical thinking, the defining methods of science, evolution of scientific thought and practice, the application of science to public problems, and historical and contemporary ethical issues in scientific and professional practice. The inner core further includes two methods courses: a technical writing course, and one of two advanced quantitative methods courses, at the choice of the student. Biological Literature & Scientific Writing (EV/BI-503, 2 credit hours) develops and hones skills in scientific and technical writing. For their advanced quantitative methods course, students may choose either of two courses: Advanced Statistical Methods (EV/BI-507, 4 credit hours, with lab) or Advanced Geospatial Methods (EV-558, 4 credit hours, with lab). The course not chosen to meet the core requirement may, of course, be taken as an elective.
- Building on these central courses, is an "outer core" of three 3 credit hour courses in each of the respective sub-disciplines of environmental science: Biology-Ecology (EV-510), Geosciences-Engineering (EV-511), and Economics-Management-Law (EV-512). Students take all three of these courses, irrespective of which sub-discipline they choose for their concentration. This second suite of core courses thus equips each student with the essential knowledge and skills from each of the three sub-disciplines that define environmental science.

The Elective Requirement

Beyond the core, each student must complete at least three elective courses for a total of at least 9 credit hours related to his or her selected area of concentration and agreed upon by his or her advisor. Elective courses should support the student's proposed capstone requirement within either the research or professional track, as described below. Students who desire to take additional electives (i.e., beyond the requirement) may do so with the consent of their advisor, but students need take no more than three elective courses to meet the degree requirement. Students may include no more than one 400G-level course among their electives, nor may electives include

400G-level courses in statistics, geographic information systems, or any other subject that is a prerequisite for admission to the program.

The Capstone Requirement

For the research thesis or professional thesis options, the capstone requirement is 6 hours of thesis (EV-695) credit. For the internship option, the capstone requirement is 6 hours or internship (EV-698) credit. For the coursework option, the capstone requirement is an additional 9 hours of coursework with a related research paper derived from the current professional literature. These requirements are based on the expectation that full-time students will complete their program in two years.

PERFORMANCE REQUIREMENTS

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

Research Track

The purpose of the research track is to prepare students for advanced (doctoral level) studies in environmental science and related disciplines, or careers in scientific or professional work for which a research background is necessary or desirable. The capstone requirement for the research track is thus a traditional research thesis, for which the student earns 6 hours of academic credit. General requirements for research theses are described on page 11 of the Graduate Bulletin. Research theses in Environmental Science are expected to make an original contribution to the selected sub-discipline and reflect mastery of the knowledge and skills required to successfully pursue advanced study and research in environmental science.

Professional Track

The purpose of the professional track is to produce competent and credentialed professionals prepared especially for employment in industry, education, or government. Students following the professional track may select one of the three options described below: professional thesis, internship, or additional coursework/research paper. The professional track options demand the same mastery of basic knowledge and skills required of the research-track students, including writing skills. These options, however, accommodate students planning professional careers in industry, education, or government rather than scientific research careers. The professional thesis option requires submission of a professional thesis, which requires the same standards as for a research thesis. The internship

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

Professional Thesis Option

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

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

Internship Option

This option consists of a semester-length six-credit-hour internship (EV-698) with an environmental firm (profit or non-profit) or government agency, under collaborative supervision of an academic advisor and workplace supervisor. The internship must include work on a specific project,

product, or set of projects and products. These are agreed upon in advance by the student and his or her advisory committee (which includes the workplace supervisor), and approved by the Program Chair. At the completion of the internship, the student prepares and presents a written report, as specified above, on the project or projects undertaken during the internship, with the purpose and content of the report agreed on in advance by the student and the committee. The model for the internship product is a report or document such as typically results from a major project at private firm or government agency. Following review of the report by the advisory committee, the student stands for a comprehensive oral defense.

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

Coursework Option

This option requires 9 hours of additional coursework equivalent to a second, and separate, major sub-discipline. The student may select the second concentration from among the three sub-disciplines (Biology-Ecology, Geosciences-Engineering, or Economics-Management) or a second concentration in a relevant inter-disciplinary field, such as Mathematics, Micronesian Studies, or Business Administration. Thus, in addition to selecting 9 hours for his or her first sub-discipline concentration, the student selects courses comprising 9 additional hours in another appropriate field. Examples of appropriate courses include probability, statistics, and numerical analysis, from Mathematics; physical geography, health and human adaptation, or economic development in Micronesia, from Micronesian Studies; or management and economics courses from Business Administration. These courses may include no more than one special topic or reading and conference course. The committee must include members with expertise in the two concentrations selected and agree on the curriculum proposed by the student. The student also prepares a proposal for a research paper, as specified above, which must address a topic related to one or both of the two selected concentration areas of coursework and offer some judgment or present an argument, drawing on a comprehensive review of the current scientific literature. The topic must be agreed upon by the committee and approved by the Program Chair. The paper does not require original research but must draw from the appropriate works from the current professional literature, based on a comprehensive review of the literature. On completion of the coursework, the student prepares and submits the paper to the advisory committee and stands for a comprehensive oral defense.

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

SUMMARY

Each student must complete the core requirement, consisting of 18 credit hours, plus at least three elective courses totaling at least 9 hours of elective credits. Electives may include no more than one course at 400G level, nor may electives include 400G-level courses in statistics, geographic information systems, or any other subject that is a prerequisite for admission to the program. Students in the research track must also complete 6 hours of thesis credit. Similarly, students taking the professional thesis or internship options within the professional track (as described in the previous section), must complete 6 hours of professional thesis or internship credit. For students taking the research paper-coursework option within the professional track, the capstone requirement includes 9 credit hours of additional elective courses and a research paper (as described above). These coursework and capstone requirements are summarized in the table below.

Curriculum Component	Courses	Credit Hours	
Fundamentals of Scientific Practice and Tools of Environmental Science*	Scientific Competence & Integrity	EV/BI-508	3
	Advanced Statistical Methods or Advanced Geospatial Methods	EV/BI-507 or EV-558	4
	Biological Literature & Scientific Writing	BI/EV-503	2
Component Disciplines	Biology-Ecology	EV-510	3
	Geosciences-Engineering	EV-511	3
	Economics-Management Law	EV-512	3
Electives	As appropriate to support capstone research or professional thesis. (No more than 3 hours of 400G level.)**	At least 3 courses	9
	Research thesis, professional thesis, or internship	EV-695 or EV-698 •	6
TOTAL			33
Capstone	Coursework option, professional track: additional 9-hour elective concentration ••		9
	TOTAL		36

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

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

• Research Thesis (EV-695), Professional Thesis (EV-695), or Professional Internship (EV-698).

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

MASTER OF SCIENCE IN SUSTAINABLE AGRICULTURE, FOOD, AND NATURAL RESOURCES

Program Chair: L. Robert Barber, Ph.D.
Agriculture & Life Sciences Bldg., Room 105 G
Tel: (671) 787-7391 Email: bbarber@triton.uog.edu

PROGRAM OBJECTIVES AND GOALS

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

MEMBERS

AFLAGUE, Tanisha F., Assistant Professor, Human Nutrition
BARBER, L. Robert, Professor/Extension Specialist, Agricultural Economics and Sustainable Agriculture
BLAS, Andrea L., Assistant Professor, Plant Pathology
GHOSH, Shubir, Professor, Biochemistry and Biotechnology
GOLABI, Mohammad H., Professor, Soil Science
HUI, Jiang, Associate Professor, Aquaculture
KING, Romina, Assistant Professor, Geography
LEON GUERRERO, Rachael, Director of Research and Sponsored Programs and Professor of Human Nutrition
MARUTANI, Mari, Professor, Horticulture and Sustainable Agriculture
McCONNELL, James, Professor, Horticulture
PAULINO, Yvette C., Associate Professor, Health Sciences
SCHLUB, Robert L., Professor/Extension Specialist, Plant Pathology

SHELTON, Austin J., Assistant Professor, Extension and Outreach
VUKI, Maika, Professor, Chemistry
YANG, Jian, Professor/ Extension Specialist, Food Science

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Program:

- The students will demonstrate the ability to apply, analyze, synthesize and evaluate issues in the areas of sustainable agriculture, food, nutrition and natural resources.
- The students will demonstrate mastery in quantitative and/or qualitative data collection and analysis in agricultural science, food and nutrition science, as well as the natural resources.
- They will demonstrate ability to write technical scientific reports and articles.
- The students will demonstrate knowledge of current topics and research activities related to sustainable agriculture, food and natural resource sciences in the literature as well as in the island communities.
- Students will demonstrate the ability to conceive, conduct and report original research results.
- Students will apply knowledge and technical skills in order to solve discipline related challenges in tropical systems.

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

1. The following topics will be covered in the Track of Sustainable Agriculture and Natural Resources
 - Evaluation methods of plant, soil and natural resources interaction
 - Technologies in sustainable agriculture and agro-ecosystem
 - Method of selection of plants adapted to environments
 - Plant materials in tropical urban landscape and farms
 - Evolving methods of engineering technologies in tropical sustainable agriculture
 - Effects of soil fertility on plant nutrition and metabolism
 - Experimental designs in agricultural field and labo-

- ratory
- Sustainable animal production systems
 - Agricultural biotechnology
 - Tropical aquaculture
2. The following topics will be covered in the Track of Food and Nutrition
- Applications and issues related to nutrition research
 - Dietary assessment methods; nutrition monitoring and surveillance
 - Evolving methods of assessing health status
 - Assessment and treatment of nutritional health risks
 - Health promotion and disease prevention theories and guidelines
 - Influence of socioeconomic, cultural and psychological factors on food and nutrition behaviour
 - Food safety issues, solutions, and regulations
 - Food security and value-added food products
 - Changes of food quality and components during processing and storage
 - Methods of detecting and characterizing microbes and food components.

ADMISSION REQUIREMENTS

General Admission Requirements

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

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

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

- program,
3. A copy of all undergraduate transcripts,
 4. Three (3) letters of recommendation submitted from individuals familiar with the student's academic or professional performance.
 5. Pre-candidates MUST apply for Candidate status prior to completing 12 credit hours towards the SAFNR degree.

For Candidate status:

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

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

Background and Performance Guidelines

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

DEGREE REQUIREMENTS

Upon the admission to the program, students must choose and be accepted by a faculty advisor with expertise in their selected sub-discipline. Subsequently, the student's individual program is developed by the student and his or

her advisor and monitored by the advisor and the student's advisory committee. Final program approval requires endorsement by the Program Chair, with subsequent approval by the Director of Graduate Studies. In consultation with his or her advisor, each student must select which of the two tracks he or she will follow for the two capstone experiences: Sustainable Agriculture and Natural Resources, and Food and Nutrition as described below. Students may apply for degree candidacy and register for capstone credits only after their proposal has been presented to and approved by their advisory committee, as described below.

COURSE REQUIREMENTS

The Core Requirement

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

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

Course	Course Title	Credits
BI/EV-503	Biological Literature & Scientific Writing	2
BI/EV-507	Advanced Statistics	4
AL-691	Seminar on Current Topics	1
AL-695	Thesis	6

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

Course	Course Title	Credits
AL-443/G	Technologies for Sustainable Tropical Agriculture	4
EV-512	Environmental Science: Econ/ Management /Law	3
AL-536	Advances in Sustainable Aquaculture	3
EV/AL-561	Urban Landscape Management	3
AL-566	Agro-ecology for Island Sustainability	3
AL-570	Sustainable Animal Production Systems	4
AL-581	Plant Nutrition and Soil Fertility	3

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

Course	Course Title	Credits
BI/CH-419/G	Biochemistry	4
AL-439/G	Community Nutrition	3
AL-445/G	Food Chemistry	4
AL-455/G	Nutrition Assessment	2
AL-460/G	Advanced Nutrition	3
AL-505	Nutritional Epidemiology	3
AL-542	Advanced Food Safety	3
AL-539	Public Health Nutrition	3

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

The Elective Requirement

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

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

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

Course	Course Title	Credits
AL-451G	Agricultural & Natural Resource Management	3
MI-501	Peoples and Cultures of Micronesia	3
EV-535	Tropical Climate and Climate Variability	3
AL-481G	Environmental Soil Science	4
EV/BI-545	Fisheries Biology	4
SW-690	Social Action/ Intervention Research	3
HS-405G	Epidemiology	3
BI-425G	Molecular Medicine	5
MI-514	Health and Human Adaptation in Micronesia	3
EV/AL-563	Management and Recycling of Organic Wastes	3
AL-698	Internship	3
AL-692	Teaching/Research Assistantship	1
AL-690	Special Project	1-3
AL-699	Independent Reading	1-3

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

GRADUATE CERTIFICATE PROGRAM

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

Graduate Certificates include:

- a. Graduate Certificate in Island Sustainability
- b. Graduate Certificate in International Agriculture
- c. Graduate Certificate in Agriculture and Natural Resources
- d. Graduate Certificate in Tropical Horticulture
- e. Graduate Certificate in Food and Technology

Interested students should check with their advisors for course selections.

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION (PMBA)

Program Chair: Leila C. Kabigting, DBA.
School of Business & Public Administration Bldg., 120
Tel: (671) 735-2501/20 Email: kabigtingl@triton.uog.edu

PROGRAM PROSPECTUS

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

The PMBA Program incorporates a diversity of course offerings and experiences to integrate better content and process of management. Admission to the PMBA Program is competitive with enrollment limited to 15 students per cohort. The academic calendar will be a twelve-month format, and a one-week break in the fañomnåkan semester.

MEMBERS

COLFAX, Richard S., Professor, Human Resource Management and Management
CRISOSTOMO, Doreen T., Associate Professor of Accounting
HO, Kevin K.W., Professor, Management Information Systems
JONES, Roseann M., Professor, Economics
RIVERA, John J., Assistant Professor, Public Administration
SANTOS, Annette T., Associate Professor of Management
SCHUMANN, Fred R., Professor, Global Resources Management

PROGRAM ADMISSION

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

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

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

- Written essay of a business program for case development;
- Work history and leadership potential;
- Letters of recommendation from two or more professional supervisors or associates;
- Results of the Graduate Management Admissions Test (GMAT)*, a minimum score of 500 preferred;
- Minimum undergraduate grade point average of 3.0 for business major or overall cumulative;
- Official transcripts of all undergraduate work;
- Satisfaction of Graduate Admissions Standards, according to the UOG Graduate Bulletin.
- *All applicants are required to take the Graduate Management Admissions Test (GMAT). Applications are not complete until the Graduate Admissions Office receives the original GMAT score. To schedule for examination, visit GMAC website at www.mba.com

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

DEGREE REQUIREMENTS

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

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

PMBA Program Level Academic Requirements

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

Program Learning Outcomes

PLO 1: Problem recognition.

PLO 2: Strategic analysis and integration.

PLO 3: Application of quantitative methods to real-world business situation.

PLO 4: Communication to relevant publics:

- a. Ability to communicate effectively in written materials;
- b. Ability to communicate effectively orally in one-on-one or business presentation situations.

PLO 5: Teamwork skills: ability to work with a team of colleagues on projects.

PLO 6: Program management skills.

PLO 7: Professional ethics.

CORE BUSINESS AREA REQUIREMENTS

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

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

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

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

PMBA COURSES

Required Courses: (33 credit hours)

Course	Course Title	Credits
BA-601	Case Studies in Management	3
BA-610	Managerial Economics	3
BA-611	Strategic Marketing Management	3
BA-613	Strategic Leadership and Ethics	3
BA-620	Financial Management	3
BA-621	Managerial Accounting	3
BA-622	Statistical Analysis and Econometric Techniques	3
BA-630	Global Human Resource Management	3
BA-632	Operations and Project Management	3
BA-710	Advanced Topics in International Business	3
BA-711	Business Capstone Experience	3

SCHEDULE FORMAT

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

Thirty-three credit hours are required for graduation. Six credit hours are awarded for successful completion of each Term with the exception of Term 6, which is the Business

Capstone Experience. Course enrollment is limited to those admitted to the PMBA Program.

PMBA Cohort XVI
Academic Year 2020 Course Schedule

Orientation: Jan. 10, 2020

Term/ Course	Course Title
Term 1	(Jan. 13, 2020 – March 8, 2020)
BA-613	Strategic Leadership and Ethics
BA-630	Human Resource Management
Term 2	(March 9, 2020 – May 3, 2020)
BA-632	Operations and Project Management
BA-610	Managerial Economics
Term 3	(May 4, 2020 – June 28, 2020)
BA-611	Strategic Marketing Management
BA-622	Statistical Analysis and Econometric Techniques
Term 4	(June 29, 2020 – Aug. 23, 2020)
BA-621	Managerial Accounting
BA-620	Financial Management
Term 5	(Aug. 24, 2020 – Oct. 18, 2020)
BA-710	Advanced Topics in International Business
BA-601	Case Studies in Management
Term 6	(Oct. 19, 2020 – Dec. 13, 2020)
BA-711	Business Capstone Experience

SBPA Graduate Hooding: Dec. 17, 2020
Commencement Exercise: Dec. 20, 2020

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

COURSE DESCRIPTIONS

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

COURSE ABBREVIATIONS

Subject	Abbreviation	School/ College	Subject	Abbreviation	School/ College
AGRICULTURE AND LIFE SCIENCES	AL	CNAS	CHINESE	CI	CLASS
ANTHROPOLOGY	AN	CLASS	CHUUKESSE	CK	CLASS
ART	AR	CLASS	FRENCH	FR	CLASS
BUSINESS ADMINISTRATION	BA	SBPA	GERMAN	GN	CLASS
BIOLOGY	BI	CNAS	JAPANESE	JA	CLASS
CIVIL AND ENVIRONMENTAL ENGINEERING SCIENCE	CEE	SENG	KOREAN	KO	CLASS
CHEMISTRY	CH	CNAS	POHNPEIAN	PN	CLASS
CHAMORU STUDIES	CM	CLASS	SPANISH	SN	CLASS
COMMUNICATION	CO	CLASS	TAGALOG	TA	CLASS
COMPUTER SCIENCE	CS	CNAS	MUSIC	MU	CLASS
CRITICAL THINKING	CT	CLASS	NATURAL SCIENCES	NS	CNAS
EDUCATION	ED	SOE	NURSING	NU	SNHS
ENGLISH	EN	CLASS	PUBLIC ADMINISTRATION	PA	SBPA
FINE ARTS	FA	CLASS	PHYSICAL EDUCATION	PE	SOE
FIRST YEAR	FY	EMSS	PHYSICS	PH	CNAS
GEOGRAPHY	GE	CLASS	PHILOSOPHY	PI	CLASS
HISTORY	HI	CLASS	POLITICAL SCIENCE	PS	CLASS
HEALTH SCIENCES	HS	SNHS	PSYCHOLOGY	PY	CLASS
LINGUISTICS	LN	CLASS	SOCIOLOGY	SO	CLASS
LIBRARY SCIENCE	LS	LR	SOCIAL WORK	SW	CLASS
LEGAL STUDIES – CRIMINAL JUSTICE	LW	SBPA	THEATER	TH	CLASS
MATHEMATICS	MA	CNAS	WOMEN AND GENDER STUDIES	WG	CLASS
MILITARY SCIENCE	MSL	CNAS			
MODERN LANGUAGES		CLASS			
CHAMORU	CM	CLASS			
Course Offering			Abbreviation		
Fanuchånan			F		
Fañomnåkan			SP		
Distance Education / Internet Based Course			DE/OLL		
Hybrid Online and In Class			HYB		

COURSE DESCRIPTIONS

AGRICULTURE AND LIFE SCIENCES (AL)

AL/PA-401 (3) F/Odd Years

COMMUNITY PLANNING

This course is an introduction to community planning; relationships of physical form to environment, function, aesthetic principles, cultural values, planning as a synthesis of a frame of reference based on economics, political, social, cultural, physical, and administrative factors. Prerequisite: SO-101.

AL-439/G (3) SP/Odd Years

COMMUNITY NUTRITION (3)

This course applies knowledge gained from nutrition across the lifespan to nutrition education. Concepts in nutrition education, community programming, and public health are introduced. It is designed for the student who desires to promote health and nutrition with community groups using community nutrition concepts and strategies. Students taking this course for graduate credit will have additional requirements. Prerequisites: AL-330 or consent of instructor. ED-300 recommended, not required.

AL-443G (3) SP/Odd Years

TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE

This course provides students with knowledge of Agricultural sustainability through the practice of technologies that efficiently utilize resources that aim to improve and sustain soil and water quality and quantity. Students will gain knowledge of the technologies for improving sustainability on agriculture operations, conservation practices that mitigate degradation of soil and water utility in agricultural operation through sustainable management. Students will learn management strategies and technologies that aim to obtain optimum agricultural production, reduce negative environmental impacts, and sustain natural resources. The course meets for three hours of lecture and three hours of laboratory weekly. AL-443L/G is the laboratory portion of AL-443/G and MUST be taken concurrently. Corequisite: AL-443L/G. Prerequisites: MA-161A, AL-211, AL-281 or consent of instructor.

AL-443L/G (1) SP/Odd Years

TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE LAB

This course provides students with knowledge of agricultural sustainability through the practice of technologies that efficiently utilize resources that aim to improve and sustain soil and water quality and quantity. Students will gain knowledge of the technologies for improving sustainability on agriculture operations, conservation practices that mitigate degradation of soil and water quality in agricultural operations through sustainable management. Students will learn management strategies and technolo-

gies that aim to obtain optimum agricultural production, reduce negative environmental impacts, and sustain natural resources. Laboratories will be conducted three hours weekly, and will consist of field activities, field trips, and guest lectures. AL-443L/G is the laboratory portion of AL-443/G and MUST be taken concurrently. Corequisite: AL-443/G. Prerequisites: MA-161a, AL-211, AL-281, or consent of instructor.

AL-451/G (3) F/Odd Years

AGRICULTURAL BUSINESS MANAGEMENT

This course examines the role of the manager in the organization and operation of the farm or agri-business. Will cover developing conservation plans, farm business plans, and enterprise budget, as well as other business planning and financial management tools. Prerequisites: MA-115 or higher and AL-351 or BA-110.

AL-455/G (3) SP/Odd Years

NUTRITIONAL ASSESSMENT

An in-depth survey of the methods used in the assessment of food and nutrient intakes to include nutritional status of communities, groups, and individuals in both health and disease. Prerequisites: AL-330.

AL-460/G (4) SP/Even Years

ADVANCED HUMAN NUTRITION

This course covers the metabolism and macro- and micronutrients, including structure, digestion, absorption, transport, and cellular functions in human nutrition; energy metabolism and balance; and physiologic basis underlying dietary recommendations for human health. Prerequisites: CH-310a; BI-157, BI-157L and BI-158, BI-158L, or BI-124-124L and BI-125-125L with grade of C or better; and AL-445, or instructor consent.

AL-505 (3) SP/Odd Years

NUTRITIONAL EPIDEMIOLOGY

This is a 3-credit course that explores the complex relationships between diet and the major diseases of Western civilization, such as cancer and atherosclerosis. Topics that will be covered include: research strategies in nutritional epidemiology; methods of dietary assessment (using data on food intake, biochemical indicators of diet, and measures of body size and composition); reproducibility and validity of dietary assessment methods; nutrition surveillance; and diet-disease associations. Prerequisites: BI/EV-507.

AL-536 (3) F/Odd Years

ADVANCES IN SUSTAINABLE AQUACULTURE

This course is intended to cover the recent advance in sustainable aquaculture research, development and application, including culture system, aquaculture nutrition, reproductive biology, genetic selective breeding, health management, production techniques, aquatic environ-

mental management, seafood processing technology, off commercially important aquaculture species. It is also designed to provide in-depth knowledge of the molecular techniques currently used in aquaculture research, with emphasis on some applications in developing a sustainable aquaculture in the tropical regions. Prerequisite: AL-136 or consent of instructor.

AL-539 (3) F/Odd Years

PUBLIC HEALTH NUTRITION

This course covers farm animal products and provides a general overview of the livestock and poultry industry, relative to biological concepts such as genetics, nutrition, reproduction and disease prevention. This includes biotechnology along with environmental challenges. Prerequisites: AL-439/G and AL-430.

AL-542 (3) F/Even Years

ADVANCED FOOD SAFETY

This course covers biological, chemical, and physical agents of foodborne diseases and provides a farm-to-fork perspective overview of food safety, including the fundamental principles, laboratory and analytical methods, risk assessment and hazard analysis, safe operations and technology, and food safety topics, issues, and regulations. Prerequisites: BI-157, BI-157L, BI-158, BI-158L, BI-124, BI-124L, BI-125, BI-125L, BI-110, BI-110L, BI-225, BI-225L and AL-342.

AL-563 (3) F/Odd Years

MANAGEMENT AND RECYCLING OF ORGANIC WASTES

This course focuses on various management practices and technologies dealing with handling, storage, and conservation of animal waste and plant by-products to useful energy, animal feed, and fertilizer, recycling and processing methods such as drying rendering, composting, fermentation, extruding, and bio-gas production are also covered. Prerequisites: Consent of instructor.

AL-566 (3) SP/Even Years

AGROECOLOGY FOR ISLAND SUSTAINABILITY

Agroecology is the science of applying ecological concepts and principles to the design and management of sustainable food/agricultural production systems. The lecture topics include comparing structural and functional differences between natural ecosystems and agroecosystems with an emphasis on the tropical islands. The students study the resource-conservation and diversification of plant materials for agricultural sustainability. This course is offered to graduate students who have interested in studying plant, soil, and natural resource science, environmental science, agricultural and food bio-security, socio- and human ecology and general biological sciences. This course includes three hours of lecture weekly. Prerequisite: BI-100 or AL-101 or AL-102, or consent of instructor.

AL-570 (3) SP/All Years

SUSTAINABLE ANIMAL PRODUCTION SYSTEM

This course covers farm animal products and provides a general overview of the livestock and poultry industry, relative to biological concepts such as genetics, nutrition, reproduction and disease prevention. This includes biotechnology along with environmental challenges. Prerequisites: BI-157, BI-157L and AL-185.

AL-581 (3) SP/All Years

PRINCIPLE OF PLANT NUTRITION

This course covers plant metabolism and the assimilation of nutrients, their functions in plant and their contributions to plant growth and crop production. The course presents a wide range of topics which cut across the boundaries of soil sciences, plant physiology and biochemistry, as well as some of the ecological conditions pertaining to the tropical and humid environments. Prerequisites: CH-102 and CH-103.

AL-691 (1) SP/All Years

SEMINAR AND CURRENT TOPICS

This course is graduate seminar course that combines formal student presentations with invited presentations by faculty and community members involved with agriculture and life sciences and related subjects. The course consists of 1-hour sessions each week throughout the semester.

AL-692 (1) F/SP/All Years

TEACHING/RESEARCH ASSISTANTSHIP

This course provides practical educational experience in graduate Sustainable Agriculture, Food, and Natural Resources' courses. Prerequisite: Instructor's consent.

AL-695 (1-6) F/SP/All Years

THESIS

The ALS 695 Thesis course is a final course of the SAFNR graduate program. This course is designed to give the student field and research experience within the UOG Research and Extension framework to complete and defend Thesis work. UOG faculty-directed projects are designed for individual students. The student is required to complete two 3-credit courses (i.e. 135 hours for 3 credits) directed research during their last two semesters. Prerequisite: Instructor's consent.

AL-698 (1-3) F/SP

INTERNSHIP IN SUSTAINABLE AGRICULTURE, FOOD AND NATURAL RESOURCES

The internship course provides students with opportunities to work in the academic and professional areas of their interest under the supervision of the expert in the field. For the internship course, an AL-698 Student Contract Form needs to be signed by Student, Course Instructor, Student's Advisor, Chair of the graduate program, Dean of the college, and Supervisor of the participating party such as another academic institution, a government agency, a private business, or a non-profit organization engaged in activities that relate to sustainable agriculture, food, nutri-

tion, and natural resources. Each credit (1 credit) requires 40 hours of job training per semester and the 3-credit internship course requires 120 hours. Students may take up to a maximum of six credit hours for completion of the program.

ANTHROPOLOGY (AN)

AN/SO405G (3) SP/Odd Years

COMMUNITY DEVELOPMENT

This course covers applied sociology and anthropology, emphasizing social processes and programs of planned change on the community level in parts of the world currently undergoing technical development. Prerequisite: AN-101 or Consent of instructor.

BUSINESS ADMINISTRATION (BA)

BA-601 (3) PMBA, Term 5/DE

CASE STUDIES IN MANAGEMENT

The course is broken up into four sections, accommodating brief intervals between inter-term periods that define the one-year master's program. The intent of this course is to introduce the student to the case study method as a means of establishing schema for moving the decision-making process from problem definition to quality control measures via strategic design.

BA-610 (3) PMBA, Term 2/DE

MANAGERIAL ECONOMICS

The course begins with an overview of macroeconomic issues. Indicators of macroeconomic performance are identified, and managers are given a preview of the tools and resources used to evaluate and forecast economic conditions. Applications of microeconomic theory to strategic management in these market conditions are presented. Basic concepts of supply, demand, market price, output, production, and resource allocation provide a framework for strategic analysis in emerging markets where firms have market/monopoly power. Other topics address sophisticated pricing policies, transfer pricing, models of competition and cooperation, managing under uncertainty, asymmetric information and externalities. The course provides a framework and analytical tools to enhance decision-making within the manager's organization.

BA-611 (3) PMBA, Term 3/DE

STRATEGIC MARKETING MANAGEMENT

This advanced marketing management course focuses on strategic marketing analysis and planning at both the corporate and SBU levels. It will use the concepts and theories underlying marketing decision-making and the tools needed to analyze and understand complex marketing situations found in today's ever-changing marketplace. The course is designed to help managers develop and execute

appropriate managerial strategies. An emphasis of this course will be on developing executive-level decision-making skills, which students are most likely to encounter during their current and future careers. Students will learn to apply analytical marketing perspectives, decision tools, and concepts to strategic management decisions to achieve organizational goals and objectives. The subject has been organized around the marketing planning process, strategic decision-making, market analysis, competitive analysis, and financial analysis, and the application of these to "real world" situations.

BA-613 (3) PMBA, Term 1

STRATEGIC LEADERSHIP AND ETHICS

This seminar provides managers with the tools to explore and evaluate leadership theories and their application from a strategic perspective, taking into consideration their limitations and delimitations as they are applied in real work settings. Emphasis will be placed on professional work experience.

BA-620 (3) PMBA, Term 4/DE

FINANCIAL MANAGEMENT

This course introduces financial management principles and investment decisions from a strategic, pragmatic perspective. Although theory is broached, emphasis is placed on practical application. Topical areas include financial statement analysis, working capital management, capital structure optimization, investment selection, and sources of funding.

BA-621 (3) PMBA, Term 2/DE

MANAGERIAL ACCOUNTING

The course begins with a review of accounting concepts, standards and practices of financial reporting that serve the needs of decision makers including preparation and analysis of financial statements. The course then extends these concepts to business managers' decision making and evaluation of performance including the use of accounting information for planning and control. The application of accounting to decision models used by today's rapidly changing organizations are addressed along with mechanics of cost accounting and management accounting in resource allocation as in capital budgeting, and performance evaluation. Throughout the course, statistical approaches are applied to the analysis of information.

BA-622 (3) PMBA, Term 3/DE

STATISTICAL ANALYSIS AND ECONOMETRIC

TECHNIQUES

The course begins with the basic concepts and methods of management science that relies on statistical analysis techniques as well as the art of decision-making under circumstances of constrained optimization. It introduces statistical ideas as they apply to managers. Two ideas dominate: describing data and modeling variability and randomness using probability models. The course provides tools and data analysis models for decision making that use hypothesis testing, linear programming and simulation. It also pro-

vides an understanding of the definitions and limitations of a variety of standard econometric measures.

**BA-630 (3) PMBA, Term1
GLOBAL HUMAN RESOURCE MANAGEMENT**
This graduate Human Resource Management (HRM) course explores regional and international HR principles, strategies and practices. Key areas such as U.S. and country-specific compensation and benefits, staffing, employee development, and performance appraisal are covered. Students will develop an in-depth understanding of HRM functions in regional and international arenas.

**BA-632 (3) PMBA, Term5/DE
OPERATIONS AND PROJECT MANAGEMENT**
This graduate Operations Management course explores modern theory and practice for planning and controlling the operations function, both in manufacturing and service organizations. Quantitative tools of analysis used to support decision-making in the various activities of operations management are reviewed. Regional and international applications and issues will be included.

**BA-710 (3) PMBA, Term4/DE
ADVANCE TOPICS IN INT'L BUSINESS**
This course offers students the opportunity to explore the workings of the international business arena and to demonstrate an understanding of global markets as it relates to their professional field through undertakings that encourage business system adaptation to new environments. It further promotes the importance of ethical and socially responsible decision making in different cultural settings.

**BA-711 (3) PMBA, Term 6/DE
BUSINESS CAPSTONE EXPERIENCE**
The Business Capstone course is the culminating professional experience for the PMBA student. It extends over the final two terms of their program. Within teams of two or three, PMBA students will participate in the development of an applied research project that synthesizes the students' learning throughout their tenure in the PMBA program. The nature of the applied project can consist of a strategic management project, an entrepreneurial project, or a special study project.

BIOLOGY (BI)

**BI/CH-419G (3) SP
BIOCHEMISTRY**
This course covers the principles of protein chemistry and enzyme nomenclature, catalysis, kinetics and control. It includes three hours of lecture weekly. The lab, BI/CH-419L, MUST be taken concurrently. Prerequisites: CH-310a, CH-311, CH-310b and CH-312; or concurrent enrollment. Corequisite: BI/CH-419L.

BI/CH-419G/L (1) SP

BIOCHEMISTRY LABORATORY

This course is the laboratory portion of BI/CH-419G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. Prerequisites: CH-310a, CH-311, CH-310b and CH-312 or concurrent enrollment. Corequisite: BI/CH-419G.

**BI-425/G (3) SP/Odd Years, As Resources Permit
MOLECULAR MEDICINE**

This course is designed for students who are planning on entering graduate and professional programs in the biological and medical sciences or careers in the biotechnology industry. This course highlights current concepts and trends in molecular biology as well as the latest developments in novel molecular approaches for detection and treatment of diseases. Selected topics in Immunology, Cardiovascular Biology, Tumor Viruses and Cancer Biology, Viral Pathogenesis, and Neurobiology are the focus of this course. Prerequisite: BI-416 & BI-416L, or equivalent. Corequisite: BI-425/G/L.

**BI-425/G/L (2) SP/Odd Years, As Resources Permit
MOLECULAR MEDICINE LABORATORY**

BI425/G/L is the molecular biology laboratory course that is taken concurrently with BI-425/G. In this course, expression and control of eukaryotic genes is investigated in a research project format. Laboratory work involves the use of RNA & DNA techniques, protein methods, reporter gene assays, fluorescence microscopy, and the use of molecular biological computer databases to predict structure and function from nucleic acid & protein sequences. Prerequisites: BI-416 & BI-416L, or equivalent. Corequisite: BI-425/G.

**BI-540G (3) SP/Even Years
ICHTHYOLOGY**

This course is a survey of the classification and morphology of fishes with emphasis on local forms. It includes three hours of lecture weekly. The lab, BI-440L, MUST be taken concurrently. Prerequisite: BI-157-157L and BI-158-158L or equivalent. Corequisite: BI-440L.

**BI-540L (1) SP/Even Years
ICHTHYOLOGY LABORATORY**

This course is the laboratory portion of BI-440G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. Prerequisite: BI-157-157L and BI-158-158L or equivalent. Corequisite: BI-440G.

**BI-474G (4) SP/Odd Years
MARINE BOTANY**

This course provides students an in-depth exploration of the marine plants in the region with an emphasis on how the physiology and ecology of seaweeds and microalgae relate to environmental conditions in the sea. Prerequisite: BI-302.

BI-475/G (3)

SP

ADVANCED ANIMAL PHYSIOLOGY

Advanced Animal Physiology will acquaint students with the principles of animal form and function by examining how a diversity of animals cope with environmental challenges. Animal Physiology integrates the evolution of physiological system examined across major taxa, ranging from protists through vertebrates and across levels of biological organization from molecules to populations. Topics cover how the law of chemistry and physics govern the physiology of cell signaling, endocrine regulation, osmoregulation, gas exchange, thermoregulation, circulation, locomotion, basic and advanced neurophysiology, learning and memory and receptor physiology. These principles are examined within the context of physiological diversity among animals and their evolutionary processes. Prerequisite: BI-320, BI-315/L, and BI-321. Corequisite: BI-475L.

BI-475L/G (1)

SP

ADVANCED ANIMAL PHYSIOLOGY LAB

Advanced Animal Physiology will acquaint students with the principles of animal form and function by examining how a diversity of animals cope with environmental challenges. Animal Physiology integrates the evolution of physiological system examined across major taxa, ranging from protists through vertebrates and across levels of biological organization from molecules to populations. Topics cover how the law of chemistry and physics govern the physiology of cell signaling, endocrine regulation, osmoregulation, gas exchange, thermoregulation, circulation, locomotion, basic and advanced neurophysiology, learning and memory and receptor physiology. These principles are examined within the context of physiological diversity among animals and their evolutionary processes. The lecture course, BI-475, must be taken concurrently. Prerequisite: BI-320, BI-315L, and BI-321. Corequisite: BI-475.

BI/EV-503 (2)

SP

BIOLOGICAL LITERATURE & SCIENTIFIC WRITING

Survey of biological literature as an assist in thesis and manuscript preparation in the areas of writing, proofreading, literature citation, figure and table preparation. Two hours of lecture weekly.

BI/EV-507 (4)

F

ADVANCED STATISTICAL METHODS

An advanced course in applied statistical methods as used in the biological and environmental sciences stressing the design and analysis of experimental and observational studies. Lectures will be 3 hours per week. Prerequisites: MA-385 or equivalent.

BI/EV-508 (3)

F

SCIENTIFIC COMPETENCE AND INTEGRITY (3)

This course examines historical, philosophical, methodological, ethical, and moral aspects of scientific thought and practice in the context of both historical and contemporary issues in natural and environmental science. Read-

ings and discussions are built around classical examples such as the scientific controversy over Continental Drift and Plate Tectonics as well as contemporary environmental issues, ranging from global concerns such as climate and sea level change, to local public concerns such as solid waste management and the safety of tap water. The central objective of the course is to develop the skills and habits of sound critical thinking essential to the progress, ethical practice, and moral application of science.

BI-515 (3)

F/Even Years

ADVANCES IN BIOGEOGRAPHY

This course presents the fundamentals of biogeography, and then focuses on recent advances in theory and method. Topics include the distribution of plants and animals over space and time, defining metapopulations, reconstructing biogeographic history and the theory of island biogeography. Students will be given hands-on experience with the latest analytical tools used for hypothesis testing. Emphasis will be on marine organisms, including algae, invertebrates and fish. Three hours of lectures per week.

BI-520 (3)

SP/Odd Years

CURRENT TOPICS IN CELLULAR BIOLOGY

Important background information in biochemistry, cellular physiology, and molecular biology, with emphasis on recent scientific articles, new techniques and advances in the field. Application of new techniques and advances toward biotechnology and medicine will be discussed. Students will be required to actively participate in discussions, critique scientific articles, make oral presentations, and write a research paper. Prerequisite: BI-157, BI-157L and BI-158, BI-158L or equivalent, or consent of instructor.

BI/EV-525 (3)

F/Even Years

EVOLUTIONARY BIOLOGY

This course provides a survey of the origin and evolution of life on Earth, exploring the history and major features of evolutionary change through time and the mechanisms responsible for those changes. The course will also consider evolutionary aspects of genetics, development, ecology, biogeography, systematics and paleontology. Prerequisite: Genetics or consent of instructor.

BI/EV-529A (3)

SP/Even Years

ENVIRONMENTAL CONTAMINATION & TOXICOLOGY I: FUNDAMENTAL PRINCIPLES & BASIC CONCEPTS

This course covers the fundamental principles and mechanisms governing the interaction of pollutants with natural systems. The basic concepts of classical and environmental toxicology are also addressed with emphasis on contaminant absorption, distribution, metabolism, systemic toxicology, carcinogenesis, toxicity testing and risk assessment. The course concludes with a general introduction to air, land and water pollution. Three hours of lectures weekly. Prerequisites: BI-157, BI-158, CH-102 and CH-103 or equivalent.

BI/EV-529B (3) ENVIRONMENTAL CONTAMINATION AND TOXICOLOGY II: MAJOR CLASSES OF ENVIRONMENTAL POLLUTANTS This course focuses on classic and contemporary groups of environmental contaminants and their impact on organisms, ecosystems and man. Physical and chemical properties of each contaminant group are discussed in relation to their environmental distribution, fate and toxicity. Occupational health related pollution problems and pollution monitoring strategies are also discussed. Three hours of lectures a week. Prerequisites: BI-157, BI-158, CH-102 and CH-103, or equivalent, or consent of instructor. EV/BI-529a is also highly recommended as it provides the foundations upon which EV/BI-529b is built. Undergraduates may enroll in the course with instructor's consent.	SP/Odd Years	BI/EV-581(3) PHYSICAL OCEANOGRAPHY This course is intended to give students a view to how wind, radiation, gravity, friction, and the Earth's rotation determine the ocean's temperature and salinity patterns and currents. Some important processes we study include heat budget of the oceans, exchange of heat with the atmosphere and the role of the ocean in climate, surface mixed layer waves in the ocean, geostrophy, Ekman transport, and Rossby waves. Students learn how to explain physical features of the ocean ranging from microscopic turbulence to global circulation. Prerequisites: MA203 OR CONSENT OF INSTRUCTOR. Recommended: MA-204, PH-251 and PH-252.	SP/Even Years
BI-531 (3) BEHAVIORAL ECOLOGY Review and discussions of current topics in behavioral ecology. These include game theory, foraging strategies, mating systems, predator-prey interactions, animal communication, and the ecological determinants of social behavior. Prerequisite: BI-157/157L and BI-158/158L or equivalent, or consent of instructor.	F/Odd Years	BI-691 (1) SEMINAR	F/SP
BI-546 (4) MARINE INVERTEBRATES Survey of the classification and morphology of marine invertebrates, with emphasis on local forms. Six hours of lecture-laboratory weekly.	F/Even Years	BI-695 (6) THESIS (6) Prerequisites: Consent of instructor required.	F/SP
BI/EV-557 (3) POPULATION ECOLOGY This course provides a quantitative background of the processes and principles associated with population dynamics. Both theoretical approaches and applied modeling techniques are used to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. Prerequisites: BI-157-157L and BI-158-158L. Corequisite: BI-410.	F/Odd Years	CH/BI-419G (3) BIOCHEMISTRY This course covers the principles of protein chemistry and enzyme nomenclature, catalysis, kinetics and control. It includes three hours of lecture weekly. The lab, BI/CH-419L, MUST be taken concurrently. Prerequisites: CH-310a, CH-311, CH-310b and CH-312; or concurrent enrollment. Corequisite: BI/CH-419G/L.	SP
BI/EV-557L (1) POPULATION ECOLOGY LABORATORY This lab is required for BI/EV-557, "Population Ecology". The labs provide a quantitative background of the processes and principles associated with population dynamics. Labs consist of applied modeling techniques to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. Prerequisites: BI-157-157L and BI-158-158L. Corequisite: BI-410.	F/Odd Years	CH/BI-419G/L (1) BIOCHEMISTRY LABORATORY This course is the laboratory portion of BI/CH-419G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. Prerequisites: CH-310a, CH-311, CH-310b and CH-312; or concurrent enrollment. Corequisite: BI/CH-419G.	SP
		CH-495/G (4) RESEARCH METHODS IN CHEMISTRY This course will provide students with in depth research experience in a specific topic in chemical sciences. Students will undertake a project on the selected topic under the close guidance of a selected faculty. The research methods will involve the formulation of a hypothesis, conducting a literature survey, writing of project proposal, designing and conducting experimentation, data collection and analysis, and presentation of results. Students will be required to write a full project report and present their data at a seminar or conference at the end of the course. The experimental requirement for this research course will require advanced planning and preparation. Thus, students planning to take this course are strongly advised to inform the chair of the program and the instructor at least one semester	As Resources Permit

prior to taking this course. Prerequisites: CH-330/330L, CH-310A/310B, CH-311, CH-312 or consent of instructor. This course can serve as an upper division elective course for the Chemistry majors. It can also be taken to fulfill the elective requirement for graduate programs in either Environmental Science, or Biology, or Sustainable Agriculture Food and Natural Resources.

EDUCATION (ED)

ED-443G (3) SP
ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION
This course is designed for special education and regular education teachers who expect to teach students with disabilities. Students learn to select, adapt, create, and use materials and assistive technology for students with disabilities. Prerequisites: ED-655 or consent of instructor.

ED-444G (3) SP
SOCIOCULTURAL ASPECTS OF EDUCATION
This course is a survey of sociological and psychological factors related to the education of children outside the cultural and economic mainstream of American society. Review of local resources and facilities to assist these pupils. Prerequisite: SO-101, PY-101, or consent of instructor.

ED-446G (3) F/SP
INCLUDING CHILDREN WITH DISABILITIES IN THE REGULAR CLASSROOM
This course is designed for special and general education teachers (both elementary and secondary). It covers basic knowledge and skills necessary for teaching students with disabilities in order to be involved in and progress within the least restrictive environment. Emphasis is placed on the placement of students primarily within the general education setting unless it is determined that placement is this setting with supplementary aids and services has proven to be unsatisfactory. Special emphasis is also given to multicultural populations and settings. Prerequisite: ED-655 or consent of instructor.

ED-449G (4) F
DIRECT INSTRUCTION TEACHING STRATEGY
This competency-based course deals with the development of skills necessary for effectively teaching direct instructional programs dealing with basic skills of reading, spelling, language, or arithmetic. The specific conceptual content will vary depending on the specific level of program(s) taught. Prerequisite: ED-300 or consent of instructor.

ED-452G (3) F/SP/All Years
COMPUTERS AND EDUCATION
The course is designed to teach pre-service and in-service teachers about micro-computers in education. It provides practical experience with computers, and aids students in learning the various types of software (applications, utili-

ties, CAI/CMI) and their school and classroom uses. LOGO is taught. Issues involved in computer use in education are studied. No previous computer experience is necessary.

ED-457G (3) SP/Even Years
BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION
This course is designed to provide classroom teachers and other school staff with the knowledge and skills necessary to promote school-wide discipline procedures, prevent discipline problems, and correct inappropriate behaviors. Focus will include preventive measures related to effective instruction. In addition, strategies on dealing with disruptive, distracting, and dangerous behaviors will be provided in order to ensure a safe and effective learning environment. Information on conducting functional assessments, developing positive behavioral support plans, and disciplining students with behavioral support plans, and disciplining students with disabilities will also be covered in this course. Prerequisite: ED-655.

ED-481G (3) SP
SECOND LANGUAGE TEACHING METHODOLOGY
This is an introduction to the large and growing field of second language pedagogy. The primary purpose of the course is to provide current and prospective second language teachers with knowledge of the theoretical bases and research which are related to second language learning. The secondary purpose is to consider the practical application of the theories and research within the second language classroom.

ED-483G (3) F
INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION
This course provides an overview of the rationale, policies, and procedures for Early Childhood Special Education Services. The etiology of disabilities and a description of children with handicaps will be presented. Implications for educational intervention and service delivery for children from birth to 5 years will be discussed. The course is designed to introduce students to the field of Early Childhood Special Education.

ED-484/G (3) Intersession/DE
THE ART AND CRAFT OF TEACHING WRITING
This course draws on current perspectives in language and literacy acquisition to help teachers set up a process-centered reading and writing classroom. Emphasis will be on the Authoring Cycle as a conceptual framework for a reading/writing curriculum in PK-12 classrooms. In addition, teachers will learn how to use the authoring cycle to construct meaning across the sign systems.

ED-486/G (3) SP/Finakpo', As Needed/DE
BEST BUILDING EFFECTIVE STRATEGIES FOR TEACHING
This course brings together novice and experienced teachers to work collaboratively on strategies to solve class-

room problems via the action research methodology. The course will equip beginning teachers with pedagogical and professional skills and experienced teachers with research skills, particularly those that are needed to carry out collaborative action research. Prerequisite: Current enrollment in or completion of 392, or consent of advisor.

ED-488G (3) F

SCHOOL LAW FOR TEACHERS

This course is designed as an introductory class in legal basis for the prospective or recently assigned teacher in the public-school system. The class will provide guidance in the everyday decision making that will help make the teacher actions more defensible in this modern era of litigation in the school scene.

ED-582 (3) F/DE-

FOUNDATIONS OF TESOL

In this introductory course, students will learn the basics in teaching English as a second or foreign language. All four language skills will be taught, with details about how they can be taught separately or integrated. A wide range of lessons with details activities and tools will be introduced. Prerequisite: Instructors consent required and Admission into M.Ed. TESOL cohort.

ED-583 (3) F/DE

MATERIALS DESIGN AND EVALUATION

This course examines materials that are used in the ESL classroom. Adapting existing materials as well as developing authentic materials are discussed in detail. Basic techniques and strategies for creating new materials for learners from all language and age backgrounds are discussed. Prerequisites: ED-661, ED-660 and Instructors consent.

ED-584 (3) F/DE

PHONETICS AND PHONOLOGY

This course provides a fundamental overview about the English phonetic system. Reasons and solutions for common pronunciation problems that ELLs have are examined. Methods for improving ELL's spoken English are explored. This course is comparative in nature in that it looks at the English phonetic system as compared to other languages. Prerequisites: ED-661, ED-660, ED-601, Instructors consent and Admission into M.Ed. TESOL cohort.

ED-585 (3) F/DE

ENGLISH GRAMMAR

This is the study of English structure which provides valuable information for second language teachers and teachers in bilingual/bicultural programs. Prerequisites: ED 661 and instructor's consent.

ED-600 (3) F/SP

ISSUES & PHILOSOPHIES IN CULTURALLY DIVERSE SCHOOLS

Advanced study concepts and procedures on Bilingual/Bicultural and Multicultural education and process in classroom instruction related to issues and philosophies which

impact culturally diverse schools.

ED-601 (3) FA/SP/As Needed/DE

INTRODUCTION TO RESEARCH METHODS

This course introduces students to quantitative and qualitative methods common in educational research. Students examine and evaluate research methods and design research programs.

ED-602 (3) SP/DE

QUALITATIVE INQUIRY IN EDUCATION

A survey of qualitative research methods common in educational research. This course discusses the theoretical and methodological tenets underlying qualitative research and focuses on five specific qualitative methods: history, ethnography, case study, critical theory, and field study. Prerequisites: ED-601, Graduate status and strong writing skills.

ED-603 (3) F/DE

QUANTITATIVE ANALYSIS

This is a foundation course in conducting research that involves the collection, analysis and presentation of quantitative data. Classification of data, descriptive statistics, measurement of association, regression analysis and several parametric and nonparametric inferential statistics are included. Computer software will be relied upon to analyze and display data. Interpretation and critique of quantitative research is included. Prerequisites: ED-601, Graduate standing; computer experience.

ED-605 (3) F

FOUNDATIONS OF EDUCATION

This course is designed for perspective secondary teachers as an overview of factors involved in the educational process and to explore multiple issues that affect teaching and learning. It familiarizes students with the responsibilities of teachers and the general operations of a school. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-606 (3) SP

CHILD AND ADOLESCENT DEVELOPMENT

This course is an introduction to adolescent development. It emphasizes physical development, emotional growth, mental development, interests, attitudes and social behavior, moral development, and problems common to the age. It is designed to give the teacher insight into the issues adolescents encounter in and outside of school. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-607 (3) SP

LEARNING THEORIES

This course focuses on adolescent learning in an educational setting. It offers an analysis of the complex factors involved in cognitive and social development, learner differences and information processing, motivation to succeed academically, and effective classroom management

and assessment. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-608 (3) SP/Finakpo'
CLASSROOM ASSESSMENT

This course is an introduction to the theory and application of varied assessment methods used to improve teaching and promote student learning. It examines the use of traditional assessment practices, as well as alternative methods of classroom assessment. Various issues including grading, the assessment of students with special needs, and ethics in assessment is addressed. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-609 (3) SP
INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOMS

This teaching methods course emphasizes the psychological and theoretical basis for using instructional media and technology in education. Students produce various instructional media and demonstrate the use of the newer technologies such as telecommunications, assistive technology, computers, and multimedia as educational tools. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-610 (3) F
SCHOOL LEADERSHIP AND ADMINISTRATION

Introduction of the organization and direction of public and private schools to prospective administrators and supervisors.

ED-611 (3) SP
SCHOOL PERSONNEL MANAGEMENT

Focuses on the responsibilities of administrators in improving the total educational program through effective administration of all personnel within an educational organization. Includes study of concerns relative to selection, assignment, development, and retention of personnel. Prerequisite: Consent of advisor.

ED-612 (3) SP
SCHOOL LAW

This course is an overview of school law at the territorial (state) and national levels as it affects the organization, general policies and practices of public education. Emphasis is placed on constitutional rights and the related ramifications these pose for administrators. The context of the Guam scene is emphasized. Prerequisite: Consent of advisor.

ED-613 (3) F
SCHOOL FINANCIAL MANAGEMENT

School business management, budgeting process, salary, scheduling, cost accounting, and purchasing procedures. Principles and practices of school financing, past, present, and future, on both national and local levels are considered. Prerequisite: Consent of advisor.

ED-614 (3) F

CLINICAL SUPERVISION

This course is designed for the practicing administrator and for master's degree candidates who will be certified as school site administrators. The focus is on the professional and personal development of an administrator through the use of contemporary clinical supervision techniques. The use of various observation instruments, the analysis of data and skills in conferencing are emphasized. Discussion will also center on the role of the evaluator in the legal aspects of teacher evaluation. Some attention is given to teacher participation on clinical educator teams which assist colleagues.

ED-615 (3) SP
DIVERSITY IN EDUCATION

Diversity involves a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender. It includes issues of race, class, sexuality, religion, and other social dynamics. Diversity implies that all students are different from one another relative to other aspects of diversity such as attention span, capability to stay on task, and how they get along with one another. This course will focus on issues of student diversity at the secondary level and develop skills to reflectively teach and to continuously seek ways to facilitate meaningful learning through instructional practice sensitive to student diversity. Must be enrolled in the MAT Program.

ED-616 (3) SP/Finakpo'
SECONDARY TEACHING METHODS

(a – j) a) Language Arts b) Social Science c) Mathematics d) Science e) Business f) Fine Arts g) Home Economics h) Health/PE i) Foreign Language j) Instructional Technology; This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-617 (3) F
ACTION RESEARCH IN SECONDARY SETTINGS

Action research is a collaborative methodology which can be effective in creating school and community partnerships aimed at collecting and analyzing valid and reliable information for data-driven decision making. This course defines action research and reviews the historical and theoretical background of this research method. The student as teacher-researcher engaging in action research is a main focus. Skill in conducting the action-research process from planning to write up will be a major goal of the course. Students will design an action research plan in partnership

with a GPSS high school or other school context and write up the study for possible publication. Students will be trained in the appropriate use of human subjects research and request IRB approval or exemption as determined by our Human Subjects Research Board. This is the capstone artifact for the Professional Certification Master's Degree Program. Must be enrolled in the MAT Program, or consent of advisor.

**ED-618 (2) SP/All Years
INSTRUCTIONAL STRATEGIES FOR ELEMENTARY EDUCATORS**

This course is designed for prospective teachers in elementary education and examines the research and best practices in the selection, implementation, and evaluation of instructional strategies. This includes the development of lesson plans and connection to local and national standards. Students will have opportunities to apply their knowledge gained in a variety of microteaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Elementary Education Teaching Program.

**ED-619 (3) F/As Needed
INTRODUCTION TO COUNSELING**

Designed to provide a broad overview of the field of counseling. It will introduce students to the counseling process, basic counseling skills, the role of culture in counseling, and the nature and scope of counseling resources in the schools and in the community. Prerequisite: Consent of advisor.

**ED-620 (3) F/As Needed
THE COUNSELING PROCESS: THEORY**

Overview of approaches to counseling. Emphasis is given to understanding the theoretical assumptions of each approach. Theories will be examined in their cultural context. Prerequisite: Consent of advisor.

**ED-621 (3) F
THE COUNSELING PROCESS: INDIVIDUAL PRACTICE**
Study, discussion, and practice of useful counseling techniques. The creation and use of a facilitative helping relationship is stressed. Prerequisite: ED-619, ED-620, and consent of advisor.

**ED-622 (3) SP
GROUP COUNSELING**

Designed to develop useful counseling techniques in group settings through the study of basic concepts, discussion, observation, and practice of group counseling techniques. Prerequisite: ED-619, ED-620, ED-621, and consent of advisor.

**ED-623 (3) SP
DYNAMICS OF INDIVIDUAL BEHAVIOR**

Focuses upon understanding the dynamics of individual behavior, the formation of personality, and human development in general from a cross-cultural perspective. Prerequisite: ED-619 and consent of advisor.

**ED-624 (3) F
INDIVIDUAL AND GROUP ASSESSMENT**

Study of psychological assessment and testing as they pertain to educational and community mental health center settings. Prerequisite: ED-619 and consent of advisor.

**ED-625 (3) SP
MULTICULTURAL COUNSELING**

This course is designed to develop multicultural competence in counseling. The emphasis will be upon issues related to being in a therapeutic relationship that is multicultural. Prerequisite: ED-619, ED-620, ED-621, and consent of advisor.

**ED-626 (3) F/As Needed
PREVENTION AND OUTREACH**

Application of theory and research to the contemporary and lifespan prevention of personal and psychological problems in educational, organizational, professional, and community settings. Prerequisite: Consent of advisor.

**ED-627 (3) SP/As Needed
CAREER COUNSELING**

Study of sources and use of information about occupations, vocational development theories, assessment instruments used in career counseling, and approaches used for vocational counseling. Prerequisite: Consent of advisor

**ED-628 (3) As Needed
FAMILY COUNSELING**

An overview of approaches in family counseling. The course focuses on upon understanding the dynamics of family interactions for effective counseling interventions. Prerequisite: ED-619, ED-620, ED-621, and consent of advisor.

**ED-629 (3) As Needed
PSYCHOLOGICAL TESTING**

In class supervised training in a wide variety of effective methods of psychological evaluation and decision making for counselors in applied settings. Prerequisite: Consent of advisor

**ED-630 (3) F
INSTRUCTIONAL DESIGN SEMINAR**

Problems in systematically applying educational media technology to instruction and learning. Includes selecting appropriate modes of instruction based on clearly defined objectives, organization of instructional configurations, and media implementation.

**ED-631 (3) F
INSTRUCTIONAL APPLICATIONS OF HYPERMEDIA**

Course is designed to develop skills needed to author interactive instructional hypermedia software. It will apply basic instructional design principles in the production of hypermedia programs. Prerequisite: ED-451, ED-452 and ED-630.

ED-632 (3)	SP	ED-638 (3)	F
COMPUTER APPLICATIONS, GRAPHICS AND DESKTOP PUBLICATION			TEACHING WITH THE INTERNET
Application of communication theory and learning principles to design of graphic instructional materials to improve individual and group learning. Includes design, production, evaluation, and preparation of necessary utilization and study materials and guides. Prerequisite: ED-451, ED-452, ED-630.			This course focuses on how to use the Internet for teaching and learning. It helps students develop skills and strategies in integrating the Internet as an essential resource into the curriculum. Prerequisite: ED-452 equivalent.
ED-633 (3)	F	ED-639 (3)	
TELECOMMUNICATIONS AND DISTANCE LEARNING			INTEGRATED METHODOLOGIES: LITERACY AND SOCIAL STUDIES
Studies of interactive distance learning models for education and training; logistics and economics for satellite, ITFS, microwave, fiber-optic, cable, twisted-pair, compressed video, radio, and telephone/modem. Teleconferencing. Legislation and FCC regulations. Support systems: courier, FAX, voice mail, computers. Prerequisite: ED-451, ED-452, ED-630.			This course examines the basic theories, issues, methods, and materials for a developmental K-5 social studies and language arts program. It emphasizes literacy (including reading, as well as writing, speaking and listening) as tools for learning both social studies and language arts with a "literacy across the curriculum" approach. It addresses cultural diversity in social studies and language instruction, with emphasis on linguistic diversity. The course includes surveys of strategies to support reading and writing instruction and study skills across the curriculum, with an understanding of the various purposes of reading and writing within the subjects of social studies and language arts. This course will focus on theories of reading instruction, language and literacy development before school, emergent literacy, and the development of chronological awareness, phonics, and fluency in children from birth through grade 5. It will also detail strategies for teaching social studies and language arts through an inter-disciplinary approach. Prerequisite: Instructors consent.
ED-634 (3)	SP	ED-640 (3)	Finakpo'/DE
INSTRUCTIONAL INTERACTIVE MULTIMEDIA			LANGUAGE AND LITERACY DEVELOPMENT
Application of instructional design, video production and computer theory to the production of Instructional Interactive Multimedia programs. Emphasis on production and examination of interactive video accompanied by hypermedia as a training and educational media. CD-ROM applications will be examined. Prerequisite: ED-451, ED-452, ED-630 and ED-631.			This course explores the theory and practice of literacy development and instruction across the K-12 school years as well as adults. Topics include models of reading and writing processes, emergent literacy, reading and writing instruction for diverse learners, assessment, and adult literacy. Students will be introduced to the theoretical and research base for various models of literacy development, reading and writing processes, and instructional practices. The field has moved from viewing literacy as a process of skills acquisition to viewing literacy as a psycholinguistic process that is socially based and constructivist in nature. This course will help teachers apply current views of how children and adolescents develop as readers and writers to their own teaching situations.
ED-635 (3)	F/SP	ED-641 (3)	Finakpo'/DE
PHOTOGRAPHIC VIDEO PRODUCTION			MIDDLE/SECONDARY READING AND WRITING IN CONTENT AREAS
Develop skills in designing and producing, educational, informational and/or motivational slide/tape and video programs.			Educators will learn how to support the needs of adolescent and young adults, helping them develop into confident and independent readers and writers. Focus will be on the improvement of literacy skills through meaningful, constructive engagements in reading and writing.
ED-636 (3)	F		
UTILIZING MEDIA RESOURCES IN INSTRUCTION			
A course focusing on the role of the advanced technologies of education such as telecommunications and interactive media in the instructional process. Emphasis is on the selection, utilization, and evaluation of these media resources for instruction. Applications for advanced technologies in the teaching learning process are stressed. Prerequisite: ED-451 and ED-452 or other Computer course or consent of instructor.			
ED-637 (3)	SP		
INTEGRATING TECHNOLOGY IN THE CURRICULUM			
This course is designed to prepare students to effectively integrate microcomputers in the curriculum. Students will develop conceptual frameworks, strategies and skills to utilize computers to support and enhance the curriculum. Prerequisite: ED-452 equivalent.			

ED-642 (3)	Finakpo'/DE	SP/As Needed/DE
SEMINAR IN LITERATURE FOR CHILDREN AND YOUNG ADULTS		
Increasingly, teachers are using literature in the language arts classroom and across the curriculum. In this course, students read and critically evaluate a wide range of books for preschoolers to young adults, considering such issues as developmental needs, linguistic complexity, genre, aesthetics, interest and cultural diversity. Reader response theory, among others, provides a framework for exploring how readers respond to texts through talk, drawing, writing, dramatic play, etc.		
ED-643 (3)	F/DE	
PRACTICUM: LITERACY ASSESSMENT		
Students will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess individual learners' reading and writing development, to guide instruction, and to involve the learner in self-assessment. The emphasis is on using assessment in the service of instruction in the classroom and clinical settings. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. Prerequisite: Consent of Advisor.		
ED-644 (3)	SP/DE	
PRACTICUM: LITERACY INSTRUCTIONAL LAB		
Building on students' experience in ED-643: Literacy Assessment, this course focuses on reading and writing instruction for children and adolescents with diverse learning needs. Students observe, diagnose, and instruct children at the School of Education Literacy Center. They will deepen their understanding of reading/writing processes and strengthen their skills in designing and implementing instruction that is responsive to the current knowledge, skills, interests, motivation and needs of individual learners. Students will also extend their knowledge of how to assess students, synthesize measurement data (both formal and informal) and present findings to parents and professionals in the form of a case report. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. Prerequisite: ED-643.		
ED-645 (3)	F/DE	
ADVANCED METHODS IN PK-12 SCHOOL LITERACY		
This course draws on the constructive nature of literacy development to teach PK-12 students. Emphasis will be placed on ways to motivate and engage students in literacy learning. Teachers will explore models of literacy learning and how they relate to literacy instruction. Literacy methods and strategies will be responsive to the sociocultural contexts of learning in diverse classroom populations. The ultimate goal is to foster students' willing engagement in reading and writing.		
ED-646 (3)	SP/As Needed/DE	
THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS		
Introduces students to organization, administration, and supervision of school reading programs (K-12). Students examine roles of reading personnel, evaluate major reading programs and develop, implement, and evaluate a reading program at the classroom and school level. Prerequisite: ED-640, ED-641 or ED-645, or consent of advisor.		
ED-647 (3)	Finakpo'/DE	
ISSUES AND RESEARCH IN LITERACY EDUCATION		
Students conduct a critical examination of current issues in literacy, including extensive reading of recent research literature relevant to those issues. The course is also intended as an opportunity to examine one significant issue in depth and develop a well-synthesized review of research – to use multiple expert informational resources, to read extensively, to write and present for a professional audience.		
ED-648 (1)	F/SP	
INTEGRATED METHODOLOGIES: HEALTH & PHYSICAL EDUCATION		
This course will provide prospective teachers in elementary education with the knowledge and skills to instruct quality physical education and physical activity classes in the elementary grades. Prospective elementary teachers will learn to provide inclusive, academically integrated, enjoyable activities that enhance motor development and academic skills in elementary students.		
ED-649 (3)	F/SP/DE	
CAPSTONE SEMINAR IN LANGUAGE AND LITERACY		
This seminar is designed as a final, integrative experience for students completing the master's degree program in language and literacy. Candidates create an Electronic Capstone Portfolio to showcase their growth in mastery of competencies identified by program goals, objectives and standards, their synthesis of graduate course work and experience, and the professionalism expected of an educator. Prerequisites: A candidate's Capstone Experience occurs during his/her last Fanuchånan or Fañomnåkan semester of course work.		
ED-650 (3)	SP	
ASSESSMENT OF INDIVIDUALS WITH DISABILITIES		
Course deals with various methods and approaches to psychological and educational assessment of special education students. Analysis and interpretations of tests and results will also be examined. A practicum component dealing with the administration, interpretation and uses of various tests will be heavily stressed. Prerequisite: An undergraduate or graduate course in evaluation, skill assessment or tests and measurement is critical.		

ED-652 (3)	F	ED-658 (3)	As Needed
FAMILY AND SCHOOL CONSULTATION			
Consideration of problem-solving strategies techniques, and methods that special educators utilize in consultation with families and regular education personnel. The roles of model, advisor, counselor, instructor, and program consultant are examined in relation to the individual program needs of students with disabilities and their families. Prerequisite: Courses in assessment, methods and materials, and curriculum development.			
ED-654 (3)	F	ED-659 (3)	SP/All Years
MULTICULTURAL SPECIAL EDUCATION			
Exploration of the unique needs and problems associated with providing special education services to students with disabilities in multicultural settings. Emphasis will be placed on students with limited English proficiency with a focus on appropriate assessment practices and program planning. Prerequisite: Basic tenets of special education, including assessment techniques and instructional planning. A course in cultural anthropology is recommended.			
ED-655 (3)	As Needed	ED-660 (3)	F/DE
PHILOSOPHIES AND PRACTICES IN SPECIAL EDUCATION			
This course is designed to introduce graduate students to the concept of disability and to the field of special education. The history, etiology, and characteristics of specific categories of disability will be examined, as will educational programs designed to meet the needs of school-aged students with disabilities. Topics germane to the study of disability and the field of special education, such as inclusion and impact of disability on families, will also be explored.			
ED-656 (3)	As Needed	ED-661 (3)	F/DE
ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES			
This is a method course, which will provide an in-depth study of children and adolescents with specific learning disabilities. The course will focus on the identification, assessment, placement and delivery of services across all grade levels. It will include the adaptation of content, methodology and delivery of instruction to students with learning disabilities. Prerequisites: ED-655 or equivalent.			
ED-657 (3)	As Needed	ED/LN-662 (3)	SP/DE
ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH MODERATE TO SEVERE DISABILITIES			
This is a method course which will provide an in-depth educational study of children and adolescents with moderate to severe disabilities including mental retardation, autism, cerebral palsy, etc. The course will focus on the identification, assessment, placement and delivery of services across all grade levels in various educational settings. It will include the adaptation of content, methodology and delivery of instruction to all students with moderate to severe disabilities. Prerequisites: ED-655 or equivalent.			
PECIAL TOPICS IN SPECIAL EDUCATION			
a) Special Topics in Special Education: Special Education Law, b) Special Topics in Special Education: Education of Children with Autism. Students may repeat this course with different special topics. Topic will vary to meet the needs of the students, the Guam Public School System and other educational agencies. Students may repeat this course with different special topics. Prerequisite: ED-655.			
INTEGRATED METHODOLOGIES FOR ELEMENTARY MATH AND SCIENCE			
This course is designed to promote excellence among elementary teacher candidates in the teaching of math and science using STEAM principles. It covers objectives, methods, materials and assessments appropriate for elementary learners in science, technology, engineering, arts and math. It is designed to strengthen candidates' ability to actively engage diverse learners, provide meaningful activities, and effectively assess outcomes and to foster pleasure and creativity in exploring and understanding content through the lens of STEAM.			
APPLIED LINGUISTICS			
This course explores the field of applied linguistics, providing a multidisciplinary approach to the solution of language-related problems. The course focuses on implications of second language acquisition research and theories on language pedagogical methods; language policy and language planning; linguistics and poetics; stylistics; the use of literature in language pedagogy; and computer-assisted language learning and language research. Prerequisite: LN-300.			
SECOND LANGUAGE CURRICULUM THEORY AND DEVELOPMENT			
This course examines curriculum theory and provides the student with the criteria to design a curriculum for a second language and to evaluate the strategies and materials for teaching and language.			
SECOND LANGUAGE TESTING & EVALUATION			
This is a course in which all the techniques of teaching a second language are united and related to their effectiveness according to parameters derived from language acquisition theory and statistical quantification. Prerequisite: Native or native-like proficiency in English and familiarity with a second language. Also, familiarity with basic arithmetic and algebra.			

ED/LN-663 (3)	SP/Even Years	ED-669 (3)	F/Odd Years
SEMINAR IN PSYCHOLINGUISTICS			
This course provides fundamental knowledge of psycholinguistics and emphasizes its interdisciplinary nature. It encompasses the processes underlying the acquisition of a language and the factors that influence these processes.		This course looks at culture and cultural values and explores their influence on the educational system — organization, curriculum, and implementation. The course is comparative in nature, examining the U.S. system and comparing it to others. Prerequisite: Graduate Status.	
Prerequisite: LN-300.			
ED-664 (3)	SP/Even Years	ED-670 (3)	F
SEMINAR IN BILINGUAL EDUCATION			
This course deals with the various situations where bilingualism occurs. The course is divided into two aspects: a general, theoretical perspective and a contextual perspective of situations where two or more language coexists. In the first part, the focus and concepts that can be applied to the study of bilingualism in general will be traced. The second part will consider the manifestation of bilingualism in the individual and how he/she fits into society. Problems in situations where a great linguistic heterogeneity exists will be presented. Basic themes that confront education and language planning will also be considered, analyzing the contexts and proposing necessary measures for solutions. It will also attempt to raise the consciousness of the educator to his role within the bilingual community.		Examination of the middle school concept and the rationale for designing educational programs for effective teaching of students at grades 6–8. The course will focus on the needs of middle school student, the effective application of the middle school concept and how teachers could effectively deal with issues related to the middle school.	
ED-665 (3)	F/Odd Years	ED-671 (3)	SP
SURVEY OF MICRONESIAN LANGUAGES			
This course is a historical and comparative study of the various languages of Micronesia which focuses on their development and on their similarities and differences to each other and to English. Prerequisite: LN-300.		This course examines contemporary issues of the American secondary school: school reform and effectiveness, desegregation, cultural pluralism, curriculum innovation, and social change. Prerequisite: Graduate student and successful completion of at least two graduate level courses, and consent of advisor.	
ED-667 (3)	F/Odd Years	ED-672 (3)	F
READING AND WRITING FOR THE SECOND LANGUAGE STUDENT			
This course examines first and second language reading and writing with respect to theory and methodology at various levels of proficiency. Prerequisite: ED-600; ED-660.		This course will include examination of three basic areas of philosophy: (a) metaphysics or what is real; (b) epistemology, or what is true; and (c) axiology or what is good, and the relationship of these issues to educational theory and practice. This material will provide a framework for exploration of questions, issues and models of education. Prerequisite: Graduate student standing and consent of advisor.	
ED-668 (3)	F	ED-673 (3)	SP
TEACHING THE CONTENT AREAS TO SECOND LANGUAGE STUDENTS			
This course discusses various methods, strategies, and techniques for teaching content to second language students. Adapting existing text or materials and developing appropriate materials are also discussed. The course is designed for both elementary and secondary teachers in the regular classroom where there may be one or several second language students. It is also appropriate for teachers of sheltered classes or for ESL resource specialist who wish to know more this topic and how they might assist the regular classroom teacher. Prerequisite: Prospective students should be currently working with second language students.		This course deals with understanding the plight of the limited English proficient student in the mainstream classroom, and techniques and strategies for effectively teaching these students.	
ED-674 (3)		ED-674 (3)	As Needed
LIFESPAN TRANSITION COUNSELING			
		This course provides instruction in practical counseling applications of transition theory and technique in the specific areas of applied gerontology (age/generation era/ passages), cognition (memory loss & retaining), imagery (hypnosis & time), health psychology (sleep dysfunction), and existential thanatology (coping with death). Prerequisite: Graduate Status. Prerequisite: Consent of advisor.	
ED-675 (3)		ED-675 (3)	As Needed
GROUP COUNSELING PRACTICUM			
		Supervised laboratory experience in group counseling techniques. May be taken concurrently or following ED-	

622 Group Counseling. An elective opportunity to add the depth of a laboratory component to the required theory and research course ED-622 and to meet current professional standards for training in group counseling. Prerequisite: ED-619, ED-620, ED-621, ED-622 (may be taken concurrently), Consent of advisor.

**ED-676 (3) As Needed
MENTORING PRACTICUM FOR COUNSELORS**

Individually supervised graduate experience of instruction and research in a university setting as preparation for contemporary counseling curricula, evaluation, research, and teaching at all educational levels. Addresses the recently highlighted national career counseling core career competencies of teaching, administration, advocacy, and professional network. Course may be repeated for a maximum of six credits. Prerequisite: Consent of advisor.

**ED-677 (3) F/As Needed
ETHICAL AND LEGAL ISSUES IN COUNSELING**

This course is designed to help students in the profession of school and community/mental health counseling to identify and examine ethical, legal, and professional issues encountered in the counseling process and to explore ways to effectively deal with them. Students become familiar with both legal and psychological literature about these issues, including ethical decision-making protocols. Prerequisites: ED-619, ED-620, ED-621 and consent of advisor.

**ED-678 (3) As Needed
ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS**

This course focuses on the designing, developing, implementing, and evaluating of contemporary and relevant school counseling programs in accordance with the American School Counselor Association (ASCA) National Model. Foundations of school counseling programs and results-based guidance approaches are examined. In addition, students learn leadership skills necessary to become change agents in order to deliver, manage, and evaluate developmentally appropriate and services to meet the needs of the school and surrounding community. Prerequisites: Consent of advisor.

**ED-679 (3) As Needed
INTRODUCTION TO COMMUNITY COUNSELING**

This course is a seminar which includes fieldwork designed to acquaint the student with the functions and roles of the counselor in various community and agency settings. Prerequisites: ED-619, ED-620, ED-621 and consent of advisor.

**ED-683 (3) F
CLASSROOM MANAGEMENT**

Course is designed to familiarize students with the primary factors affecting the effective functioning of classrooms and to provide practical knowledge for preventing and resolving management problems.

**ED-687 (3)
CURRICULUM THEORY AND ASSESSMENT**

The purpose of this course is to provide the educational leader with an understanding of the social and psychological bases for curriculum development, skills in small group leadership and communication, strategies for working with the various publics involved in curriculum change, and the conceptual base of development of curriculum theory. In addition, this course is designed for teachers to develop skills needed for determining social and academic student needs to enhance the systematic planning of curriculum.

**ED-688 (3) SP/As Needed
PERSONALITY AND MENTAL HEALTH**

This course introduces traditional theories of personality with a focus on personality assessment instruments and the DSM-5 taxonomy of mental and personality disorders. Prerequisites: ED-619, ED-620, ED-621 and consent of advisor.

**ED-690 (3-6) F/SP/DE
SPECIAL PROJECT (in lieu of Thesis only)**

**ED-691 (3) F/SP
OVERVIEW SEMINAR**

**ED-692 (3) F/SP
PRACTICUM TESOL**

This course is an advanced, supervised practicum in TESOL. The practicum provides an opportunity to teach in an English as a Second Language classroom setting. The course is designed to help candidates understand the connection between teaching and student learning by analyzing the multiple, dynamic relationships between planning, instruction, and assessment. Candidates will complete a Teacher Work Sample as an extended assignment to assess their instructional choices and strategies in relation to current research in pedagogy, curriculum standards, and content area knowledge. Prerequisite: Approval of advisor.

**ED-692 (3) F/As Needed
PRACTICUM IN COUNSELING**

The practice of counseling in a closely supervised clinical setting for a total of 100 hours, at least 40 of which are direct client contact hours as approved by instructor. Emphasizes is on the practical application of counseling skills and theories for advanced students in the counseling program. Prerequisite: ED-619, ED-620, ED-621, ED-622, ED-623, ED-624, ED-625, ED-677, and consent of advisor.

**ED-692 (1-6) F
PRACTICUM**

A survey of action research theory and methods, focusing on theoretical, methodological, and ethical tenets with an emphasis on applied research in educational settings.

**ED-695 (1-6) F/SP/DE
THESIS**

ED-698 (3-6) INTERNSHIP	F/SP	EN-570 (3) LITERATURES IN TRANSLATION This course is a study of representative world literature to acquaint the student with the sweep of history as represented in great works of literature. The course may be offered in the literatures of Europe, Asia, Africa, Latin America, the Middle East, and others. The course may be repeated for credit when different subject matter or periods are covered.	F/Even Years
ED-699 (1-3) SPECIAL TOPICS May be repeated in a different topic area. Prerequisite: Graduate Status and instructor's approval.	F/SP		
ENGLISH (EN)			
EN/LN-501 (3) GRADUATE RESEARCH & DOCUMENTATION This seminar prepares students to meet the research writing requirements of the Master of Arts in English degree, including seminar papers and the Master's Thesis. The course focuses on research methodology as well as the critical, analytical, and rhetorical skills needed for successful graduate-level research in English studies. Students review sources, bibliographic literature, and appropriate indexes, both conventionally and electronically published. Students become skilled in the use of MLA and/or other documentation styles. Required of all candidates for the Master of Arts in English.	F/As Needed	EN-573 (3) MODERN JAPANESE NOVEL IN TRANSLATION This course features a study of selected modern Japanese novels against a background of social, political, and cultural developments from the end of the Meiji period (circa 1912) to the present. Prerequisite: Any 200-level literature course (in English) or permission of the instructor.	F/Odd Years
EN-550 (3) ENVIRONMENTAL LITERATURE This course offers intensive trans-disciplinary study of major environmental literary modes or as part of the history of eco-criticism in the United States, in the region, and on Guam. This course examines how the environmental movement has shaped and continues to reshape the academy, physically and philosophically. Prerequisites: EN-501 completed, concurrent enrollment, or consent of instructor.	SP/As Needed	EN-580 (3) LITERARY THEORY Mimetic, pragmatic, and objective theories are considered in relation to specific literary works. An emphasis is placed on twentieth-century criticism and contemporary critical movement and theories. Critical papers are required. Prerequisite: 12 credit hours in literature courses.	SP/Odd Years
EN-560 (3) LITERATURES IN ENGLISH This course offers an intensive study of representative work of authors writing in English, or of a related group of authors (e.g., the metaphysical poets, Commonwealth novelists, or Western Pacific writers). With different subject matter the course may be taken more than once for credit. Prerequisites: Any 200-level literature course (in English) or permission of the instructor.	F/As Needed	EN-611 (3) SEMINAR: RHETORIC AND COMPOSITION This seminar informs students how rhetorical traditions inform the teaching and major theories of composition, especially those of modern and postmodern eras. The seminar examines how cultural factors such as history, ideology, gender, race, ethnicity, and politics affect composition pedagogy. Prerequisite: EN-501 or consent of instructor.	F/As Needed
EN-461G (3) PACIFIC WOMEN WRITERS This course entails an intensive study of representative works of Pacific Women Writers to acquaint students with the contours of this emerging literature in terms of styles, themes, symbols, images, language, politics, and subject. Students will gain an understanding of the place of this literature in the larger context of Pacific Literature, Women's Literature, Minority Literature and Contemporary Literature in English. Prerequisite: EN-111; Any 200-level literature course or consent of instructor.	SP/Odd Years	EN/LN-620 (3) GRADUATE WRITING SEMINAR This graduate seminar in writing enables advanced students to develop manuscripts for professional development and publication. A workshop structure allows feedback and criticism from peers and instructor. The course may be repeated for credit when different subject matter is covered.	As Needed
		EN-630 (3) SEMINAR: BRITISH LITERATURE This seminar offers detailed analyses of the major works of British authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matters or periods are covered. Prerequisite: EN-501 or consent of instructor.	F/As Needed
		EN-640 (3) SEMINAR: AMERICAN LITERATURE This seminar offers detailed analyses of the major works of American authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when dif-	SP/As Needed

ferent subject matters or periods are covered. Prerequisite: EN-501 or consent of instructor.

**EN-650 (3) As Needed
TEACHING COLLEGE COMPOSITION WITH PRACTICUM**

This one-semester practicum is a requirement for graduate students to gain experience teaching EN085, EN-100, and EN-110 in the University of Guam's Composition program. Students will spend the first half of the semester in seminar. Students will engage in observation and teaching in the second half of the semester. Although designed for our University's specific needs, the course provides the theoretical and pedagogical content and the practicum experience necessary for teaching development and freshman composition in any diverse post-secondary setting. Prerequisite: EN-611 or consent of instructor.

EN-660 (3) As Needed

SEMINAR: LITERATURES IN ENGLISH

This seminar provides intensive study of selected topics in the various literatures in English. Topics may include the work of a particular author, group of authors, movement, or period. The course may be repeated with different topics. Prerequisite: EN-501 or consent of instructor.

EN-670 (3) SP/Even Years

WORLD LITERATURES IN TRANSLATION

This seminar offers detailed analyses of the major works of famous world authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matter or periods are covered. Prerequisite (or concurrent with): EN-501.

EN-675 (3) As Needed

SEMINAR IN POSTCOLONIAL LITERATURE

This course examines topics in postcolonial literature, including the literatures of empire, colonization, and cross-cultural encounters. Readings will focus on current postmodernist and postcolonial literatures to emphasize historical contexts, social attitudes, and contemporary theoretical methods. Prerequisite: EN-501 or consent of instructor.

EN/LN-680 (3) SP/As Needed

CONTEMPORARY CRITICAL THEORY

This is a seminar in advanced topics and problems of contemporary critical theory. It will benefit students and teachers in literature, cultural history, and education. The course may be repeated with different topics. Prerequisite: EN-501 or consent of instructor.

EN/LN-691 (3) F/SP/All Years

GRADUATE SEMINAR

This course involves rigorous study of literary authors, genres, modes, or periods. Although EN-691's content will be determined by its instructor and students, the course emphasizes literary study that incorporates various theoretical approaches; close reading of all assigned texts; audio,

visual, and electronic components; intensive class discussions; research presentations; and seminar papers. The course may be repeated for credit when different subject matter or periods are covered. Prerequisite: EN-501.

**EN/LN-695 (1-6) F/SP/All Years
THESIS**

There are two possible thesis options, Traditional or Creative. The thesis candidate prepares, for six hours of thesis credit, either a study embodying rigorous scholarly research or original creative work of near-publishable quality. This course may be repeated until all six thesis credits are successfully completed. Prerequisites: EN-501, EN-680, candidacy in the English Master's Program, and consent of instructor.

ENVIRONMENTAL SCIENCE (EV)

**EV/BI-503 (2) SP
BIOLOGICAL LITERATURE AND SCIENTIFIC WRITING**

Survey of biological literature as an assist in thesis and manuscript preparation in the areas of writing, proofreading, literature citation, figure and table preparation. Two hours of lecture weekly.

**EV-504 (1) SP
ENVIRONMENTAL LITERATURE & SCIENTIFIC PRESENTATION**

This course is designed to develop skills in researching, preparing, and delivering high quality scientific oral presentations while introducing students to timely and worthwhile topics for thesis research or professional projects.

**EV/BI-505 (3) SP/Even Years
ADVANCES IN ECOLOGY**

Current topics in community ecology, behavioral ecology, larval ecology, population ecology, evolutionary ecology, and physiological ecology. Emphasis will be placed on recent articles from scientific journals, as well as on controversies within the field. Students will be required to actively participate in discussions, critique scientific articles, and write a research paper. Prerequisites: BI-1BI-157, BI-157L and BI-158, BI-158L or equivalent, or consent of instructor.

**EV/MI-506 (3) F/Even Years
PHYSICAL GEOGRAPHY OF MICRONESIA**

This course is a study of the origin and characteristics of the physical environments and biogeography of Micronesia through an analysis of physical geographic elements, their patterns of distribution, interrelationships, and problems. Prerequisites: Graduate standing or senior level.

**EV/BI-507 (4) F
ADVANCED STATISTICAL METHODS**

An advanced course in applied statistical methods as used in the biological and environmental sciences stressing the design and analysis of experimental and observational

studies. Lectures will be 4 hours per week. Prerequisites: MA-385 or equivalent.

**EV/BI-508 (3) F
SCIENTIFIC COMPETENCE AND INTEGRITY**

This course examines historical, philosophical, methodological, ethical, and moral aspects of scientific thought and practice in the context of both historical and contemporary issues in natural and environmental science. Readings and discussions are built around classical examples such as the scientific controversy over Continental Drift and Plate Tectonics as well as contemporary environmental issues, ranging from global concerns such as climate and sea level change, to local public concerns such as solid waste management and the safety of tap water. The central objective of the course is to develop the skills and habits of sound critical thinking essential to the progress, ethical practice, and moral application of science.

**EV-510 (3) F
ENVIRONMENTAL SCIENCE: BIOLOGY/ ECOLOGY**

This course covers concepts of biology needed for further studies in environmental science. Ecological and biological principles are presented including an introduction to ecosystem ecology. Human impacts on the environment on a global and local scale are discussed. Three hours of lecture weekly.

**EV-511 (3) SP
ENVIRONMENTAL SCIENCE: GEOSCIENCES /
ENGINEERING**

This course is a survey of the key aspects of geology and engineering with which individuals involved in environmental resources investigations should be familiar. Topics include the hydrologic cycle, surface hydrogeology, groundwater movement, engineering measurements, statistical analysis, instrumentation for environmental investigations, and fundamentals of engineering geology and environmental geology. Three hours of lecture a week plus field trips. Prerequisites: MA-161a-b, CH-100 and CH-101 or equivalent.

**EV-512 (3) SP
ENVIRONMENTAL SCIENCE:
ECONOMICS-MANAGEMENT-LAW**

This course equips students with the fundamental elements of microeconomic theory, concepts of environmental economics, techniques of environmental management, and elements of environmental law that are essential for efficient and sustainable conservation, allocation, and management of natural resources, as well as the rational evaluation and effective maintenance of environmental safety and quality.

**EV-513 (2) F/Even Years
ENVIRONMENTAL IMPACT ASSESSMENT**

Discussing, structuring, writing, and evaluating environmental impact assessments, particularly as they apply

to Guam and other tropical islands. Course will focus on producing formal environmental impact statements for actual, proposed and hypothetical development projects on Guam.

**EV/MI-517 (3) F/Odd Years
CULTURAL ECOLOGY**

Cultural ecology looks at the relationship between humans and their biotic and physical environments. Using diachronic and comparative perspectives, this course will survey the cultural ecology of Micronesian islanders. Particular attention will be given to the following themes: history, theory, and methods of cultural ecology; comparison of different approaches to the study of cultural adaptation; adaptation in permissive and marginal environments; and culture change in spatial and temporal perspectives. The format emphasizes seminar discussions and student presentations, but will also include some lectures, slides, films and videos. Prerequisite: Consent of instructor, MI-501, MI-502, or MI-503.

**EV/BI-525 (3) F/Even Years
EVOLUTIONARY BIOLOGY**

This course provides a survey of the origin and evolution of life on Earth, exploring the history and major features of evolutionary change through time and the mechanisms responsible for those changes. The course will also consider evolutionary aspects of genetics, development, ecology, biogeography, systematics and paleontology. Prerequisite: Genetics or consent of instructor.

**EV/BI-529A (3) SP/Even Years
ENVIRONMENTAL CONTAMINATION & TOXICOLOGY I:
FUNDAMENTAL PRINCIPLES & BASIC CONCEPTS**

This course covers the fundamental principles and mechanisms governing the interaction of pollutants with natural systems. The basic concepts of classical and environmental toxicology are also addressed with emphasis on contaminant absorption, distribution, metabolism, systemic toxicology, carcinogenesis, toxicity testing and risk assessment. The course concludes with a general introduction to air, land and water pollution. Three hours of lectures weekly. Prerequisites: BI-157, BI-158, CH-102 and CH-103 or equivalent.

**EV/BI-529B (3) SP/Odd Years
ENVIRONMENTAL CONTAMINATION & TOXICOLOGY
II: MAJOR CLASSES OF ENVIRONMENTAL POLLUTANTS**

This course focuses on classic and contemporary groups of environmental contaminants and their impact on organisms, ecosystems and man. Physical and chemical properties of each contaminant group are discussed in relation to their environmental distribution, fate and toxicity. Occupational health related pollution problems and pollution monitoring strategies are also discussed. Three hours of lectures a week. Prerequisites: BI-157, BI-158, CH-102 and CH-103, or equivalent, or consent of instructor. EV/BI-529a is also highly recommended as it provides the foundations

upon which EV/BI-529b is built. Undergraduates may enroll in the course with instructor's consent.

**EV/BI-530 (3)
CHEMICAL ECOLOGY**

This course focuses on the field of chemical ecology and examines some of the differences in approach and results between terrestrial and marine studies. Chemical ecology is an interdisciplinary subject concerned with the biochemistry of plant and animal interactions. The course focuses on reading and discussing current literature in terrestrial and marine chemical ecology with an emphasis on such topics as plant-herbivore interactions, host choice, allelopathy, chemical communication (pheromones, attractants) and other behavioral and ecological interactions mediated by secondary chemistry. Prerequisites: At least one course each in upper level undergraduate chemistry, biology, and ecology, or consent of instructor.

**EV-535 (3)
TROPICAL CLIMATE AND CLIMATE VARIABILITY**

This course is a study of the climate of the world's tropical regions. Natural variations in rainfall are studied. Mechanisms for short-term fluctuations and long-term changes including El Niño, La Niña, Quasi-biennial stratospheric oscillations, and the ice ages are presented. Also discussed is what constitutes an optimal climate, and whether or not an ice age is worse than a warmer world. Prerequisites: BI-412G, EV-511, BI/EV-503, or consent of instructor.

**EV-536 (3)
HURRICANES AND TYPHOONS: AN OVERVIEW OF
TROPICAL CYCLONES**

This course focuses on tropical cyclones and explores their structure and physics of formation. The climatology of tropical cyclones is examined ranging from the global distribution to inter-annual variability and possible changes to tropical cyclone climate from an anticipated greenhouse-gas-induced global warming. Prerequisites: MA-203, PH-251, PH-210, CH-102, CH-102L, or consent of instructor.

**EV-537 (3)
APPLICATION OF REMOTE SENSING TO WEATHER AND
CLIMATE**

This course focuses on the applications of remote sensing platforms for observing and forecasting the weather, and for monitoring earth's climate system. Students explore the history of the international meteorological satellite programs and the United States' effort to modernize its weather satellite constellation. The history of the weather radar is explored, which culminates in the nationwide installation of NEXRAD Doppler weather radars (one of which is on Guam). Principles of satellite and radar physics are introduced. Interpretation of the structure of weather systems from satellite and radar imagery is covered. The use and function of the many instruments onboard satellites are described. Students participate in real-time investigations of local and regional weather patterns using satellite and

radar imagery. Prerequisites: MA-203, PH-210, PH-251, CH-102, CH-102L, or consent of instructor.

**EV-542 (3)
HYDROLOGY**

An in-depth coverage of the topics in engineering hydrology with which all individuals involved in environmental resources investigations should be familiar. Topics will include the hydrologic cycle, surface and groundwater movement and engineering measurements, instrumentation, and analyses appropriate for environmental investigations. Three hours of lecture a week plus field trips. Prerequisites: MA-161a-b or MA-165; and MA-385 or MA-387/L or BI-412/L

**EV-543 (4)
HYDROGEOLOGY**

An introduction to applied hydrogeology, with emphasis on fundamental physical and geological concepts and methods of analysis. Covers physical principles of groundwater movement, geologic origin and characteristics of aquifers, basic water chemistry and interaction with geologic materials, introduction to well hydraulics and aquifer evaluation, and environmental applications. Two hours of lecture plus three-hour lab each week. Prerequisites: Elementary calculus (e.g., Math 203), basic college chemistry (e.g., Chem 102), and concurrent enrollment or completion of EV-511 or permission of instructor.

**EV/BI-545 (4)
FISHERIES BIOLOGY**

Fisheries in relation to the distribution, abundance and productivity of fishes; exploitation and problems of development and conservation of aquatic resources. Simple analytic approaches to population management; biological and economic yields of natural populations; analyses of population data. Six hours of lecture-laboratory weekly.

**EV-547 (3)
PACIFIC ISLAND GEOLOGIC AND CLIMATIC HISTORY**

This course provides students with an understanding of the fundamental processes and effects of Earth's geologic and climate history that have created the unique environment of the Pacific Basin and the specific processes and conditions that have shaped the environments of the Pacific Islands. The course concludes with an examination of geologic and climatic hazards of concern to Pacific Island residents. Prerequisites: MA-161a-b, MA-165, PH-251/252, CH-102/103 with labs.

**EV/BI-550 (3)
BIOGEOCHEMISTRY**

This course explores the elements important to life, their interaction and cycling within the biosphere. Mathematical models of biogeochemical fluxes along the land-ocean continuum and within terrestrial, freshwater and marine ecosystems are discussed. Emphasis is placed on the evolution of classical paradigms and modifications of them as they appear in the current literature. Three hours of

lecture/field trips weekly. Prerequisites: A background in upper level undergraduate chemistry, ecology, and mathematics is suggested. Consent of instructor required.

EV/BI-557 (3) F/Odd Years

POPULATION ECOLOGY

This course provides a quantitative background of the processes and principles associated with population dynamics. Both theoretical approaches and applied modeling techniques are used to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. Prerequisites: BI-157-157L and BI-158-158L. Corequisite: BI-410.

EV/BI-557L (1) F/Odd Years

POPULATION ECOLOGY LAB

This lab is required for EV/BI-557, "Population Ecology". The labs provide a quantitative background of the processes and principles associated with population dynamics. Labs consist of applied modeling techniques to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. Prerequisites: BI-157-157L and BI-158-158L. Corequisite: BI-410.

EV-558 (4) SP

ADVANCED GEOSPATIAL METHODS

This course focuses on applications of geospatial technologies, including geographic information systems (GIS), remote sensing, and the global positioning system (GPS). It emphasizes applications of geospatial technologies to environment science and related fields. Topics include geospatial data collection and processing, visualization, analysis, and modeling; geospatial statistical analysis; mobile cloud based geospatial applications; and integration of geospatial technologies. Students will gain an understanding of Advanced Geospatial Techniques; demonstrate abilities to geospatial data collection, processing, and analysis by the means of GIS, remote sensing and GPS; and be able to solve practical problems in environmental science and related fields using geospatial technologies. The course aims to equip students with understanding and experience with the practical use of geospatial technologies in natural sciences, particularly environmental science. Prerequisites: Recommended prerequisites for Environmental Science Graduate Program, and fundamentals of GIS or equivalent, or consent of instructor. Undergraduate students may enroll in the course with the permission of instructor.

EV-561 (3) F/Even Years

URBAN LANDSCAPE MANAGEMENT

This course focuses on the integration of ecological theory with vegetation management and includes aspects of

horticulture, landscape design, recreation studies, planning and financial management. This course emphasizes the use and management of indigenous and introduced vegetation in the public landscape and explores both scientific and philosophical ideas on reasons for undertaking certain practices.

EV-570 (3) F/Even Years

ENVIRONMENTAL ECONOMICS

This course provides a frame of thinking about environmental science in a context of economic analysis. As an applied course, students are prepared to use economic analyses in environmental cases to consider issues such as: valuing the environment; resource allocation over time; opportunity costs; cost/benefit analysis; analysis of environmental options and externalities; modeling economic and ecological systems; effects of population growth and demand on the global environment; and studies of environmental impacts and policy responses. Regional planning and policy issues will be profiled. Prerequisite: Consent of instructor.

EV/BI-581 (3) SP/Even Years

PHYSICAL OCEANOGRAPHY

This course is intended to give students a view to how wind, radiation, gravity, friction, and the Earth's rotation determine the ocean's temperature and salinity patterns and currents. Some important processes we study include heat budget of the oceans, exchange of heat with the atmosphere and the role of the ocean in climate, surface mixed layer waves in the ocean, geostrophy, Ekman transport, and Rossby waves. Students learn how to explain physical features of the ocean ranging from microscopic turbulence to global circulation. Prerequisites: MA-203 OR CONSENT OF INSTRUCTOR. Recommended: MA-204, PH-251 and PH-252.

EV-598 (1) F/SP

ENVIRONMENTAL SCIENCE INTERNSHIP

Students gain professional skills in the environmental market place working with a mentor at a local environmental or engineering firm or an appropriate GovGuam or Federal Government agency. This course can be taken twice, but a maximum of two total credits will be allowed as electives toward the Master of Science Degree. Students are expected to intern between 10 and 12 hours per week per credit of EV-598.

EV-695 (1-6) F/SP

ENVIRONMENTAL SCIENCE THESIS

EV-698 (1-6) F/SP

ENVIRONMENTAL SCIENCE PROFESSIONAL TRACK INTERNSHIP

GEOGRAPHY (GE)

GE-580 (3) SP
SPECIAL TOPICS IN GEOGRAPHY
This course covers topics of interest in geography on physical and/or human geography subject matter. Current themes including natural resources, environment, climate change, GIS, remote sensing, culture, globalization, politics, economy, technology, sustainability and health may be explored. Students will conduct a research project for a defined region of interest within the Asia Pacific, within a historical context where indicated. Course may be repeated if topic is different.

HEALTH SCIENCE (HS)

HS-405/G (3) As Resources Permit
EPIDEMIOLOGY
This course offers an overview of epidemiology and the epidemiology approach to problems of health and disease. The major principles and methods of epidemiology are presented together with many of the applications of epidemiology to public health and clinical practice. Prerequisites: MA-151 or have demonstrated equivalent knowledge and skills, HS-216 or consent of instructor.

HS-450/G (3) SP/Even Years
RESEARCH AND EVALUATION IN EXERCISE SCIENCE, HEALTH FITNESS, AND SPORT
This course presents basic and applied research principles and methodologies as well as their application to the testing and evaluation of physical performance and associated behavior in exercise science, wellness, physical education, and sport. Prerequisites: EN-111, MA-151, HS-322, HS-324, HS-350 and PE-422 with "C" or better or consent of instructor.

HISTORY (HI)

HI-420G (3) SP
TOPICS IN WESTERN HISTORY
This course is an intensive study of a specific topic or problem in Western History. With different subject matter, the course may be taken more than once for credit. Prerequisite: HI-121 or HI-122.

HI-444G (3) SP/Even Years
MODERN PACIFIC HISTORY FROM 1850 TO THE PRESENT
This course covers colonial and post-colonial rule in the Pacific. Prerequisite: HI-121 or HI-122.

HI-450G (3) SP/Odd Years
TOPICS IN PACIFIC HISTORY
This course is an intensive study of a specific topic or problem in Pacific History. With different subject matter, this

course may be taken more than once for credit. Prerequisite: HI-121 or HI-122.

HI-455G (3) F/Odd Years
TOPICS IN PRE-MODERN HISTORY
This course is an intensive study of a specific topic or problem in Pre-Modern History. With different subject matter, this course may be taken more than once for credit. Prerequisite: HI-121 or HI-122.

HI-474G (3) SP/Even Years
HISTORY OF MODERN JAPAN
This course focuses on the political, social, diplomatic, and economic development of modern Japan from the beginning of the Tokugawa Shogunate (1603) to the present. Attention is also given to Japan's response to the west.

HI-476G (3) F/Odd Years
HISTORY OF MODERN CHINA
This course examines the transition from traditional to modern China, China's entry into the modern world, and China under the Communist Regime.

HI-478G (3) F/Even Years
THE HISTORY OF MODERN KOREA
This course emphasizes the evolution of Korea from the Yi Dynasty (1392-1910) to the present. Prerequisite: HI-122.

HI-480G (3) F
TOPICS IN ASIAN HISTORY
This course is an intensive study of a specific topic or problem in Asian History. With different subject matter, this course may be taken more than once for credit. Prerequisite: HI-121 or HI-122.

LINGUISTICS (LN)

LN440G (3) F/SP/HYB
TOPICS IN LINGUISTICS
Courses included under this umbrella course provide undergraduate and graduate students with advanced study of specific topics within the study of language. These topics focus attention on language use, language analysis, and language learning. Special attention will be paid, where possible, to Pacific languages and cultures. The course may be repeated for credit with different topics. Prerequisite: LN-300 or consent of instructor.

LN440G/b (3) F/SP
TOPICS IN LINGUISTICS: PRAGMATICS
Pragmatics presents an exploration of what we actually do with our language. Following a cross-cultural approach, the course analyzes the ways we use our language to do what we want it to do and say what we really mean in various contexts and situations. Prerequisite: LN-300 or consent of instructor.

LN-500 (3)	F/SP	a language and the factors that influence these processes. Prerequisite: LN-300.
APPLIED LINGUISTICS		
This course covers methods of teaching English as a second language. It familiarizes students with test drills, activities, and exercises used in ESL programs. Work on materials preparation dealing with phonological, syntactical, and semantic problems is included. Prerequisite: LN-300 or consent of instructor.		
LN/EN-501 (3) F/As Needed		
GRADUATE RESEARCH & DOCUMENTATION		
This seminar prepares students to meet the research writing requirements of the Master of Arts in English degree, including seminar papers and the Master's Thesis. The course focuses on research methodology as well as the critical, analytical, and rhetorical skills needed for successful graduate-level research in English studies. Students review sources, bibliographic literature, and appropriate indexes, both conventionally and electronically published. Students become skilled in the use of MLA and/or other documentation styles. Required of all candidates for the Masters of Arts in English.		
LN-502 (3)	SP/Even Years	
HISTORY OF THE ENGLISH LANGUAGE		
This course traces the history and development of English sounds, morphology, syntax, orthography, and lexicon from Anglo Saxon times to the present. Topics include the relationship of English to other Indo-European languages, borrowing, sound change, syntactic change, morphological change, lexical change, changes in meaning over time, and some current varieties of world "Englishes." Prerequisite: LN-300 or consent of instructor.		
LN-560 (3)	F/Odd Years	
INTRODUCTION TO SOCIOLINGUISTICS		
This course is an introduction to current sociolinguistic studies. Emphasis is placed on the nature of the speech community, speech events, societal bilingualism, and language constraints. Additional emphasis is placed on practical application of basic sociolinguistic concepts. Prerequisite: LN-300 or consent of instructor.		
LN/ED-662 (3)	FA	
SECOND LANGUAGE TESTING & EVALUATION		
This is a course in which all the techniques of teaching a second language are united and related to their effectiveness according to parameters derived from language acquisition theory and statistical quantification. Prerequisite: Native or native-like proficiency in English and familiarity with a second language. Also, familiarity with basic arithmetic and algebra.		
LN/ED-663 (3)	SP/Even Years	
SEMINAR IN PSYCHOLINGUISTICS		
This course provides fundamental knowledge of psycholinguistics and emphasizes its interdisciplinary nature. It encompasses the processes underlying the acquisition of		
LN/EN-620 (3) As Needed		
GRADUATE WRITING SEMINAR		
This graduate seminar in writing enables advanced students to develop manuscripts for professional development and publication. A workshop structure allows feedback and criticism from peers and instructor. The course may be repeated for credit when different subject matter is covered.		
LN/EN-680 (3)	SP/As Needed	
CONTEMPORARY CRITICAL THEORY		
This is a seminar in advanced topics and problems of contemporary critical theory. It will benefit students and teachers in literature, cultural history, and education. The course may be repeated with different topics. Prerequisite: EN-501 or consent of instructor.		
MATHEMATICS (MA)		
MA-411G (3)	SP/Even Years	
INTRODUCTION TO ABSTRACT ALGEBRA I		
This course offers a study of modern algebra with topics from group theory and ring theory. Prerequisites: Grades of C or better in both MA-205, MA-302, and MA-341.		
MA-412/G (3)	SP	
INTRODUCTION TO ABSTRACT ALGEBRA II		
This is the second course in a two-semester sequence of introductory courses in abstract algebra. Topics covered include field theory, Sylow theorems, introductory Galois Theory, and some of advanced group theory, module and ring theory. Prerequisites: Grades of C or better in MA-341 and MA-411.		
MA-421G (3)	F/Even Years	
INTRODUCTION TO ANALYSIS I		
This is the first course in a two-semester sequence designed to provide an introduction to the rigorous study of the foundations of calculus. Topics covered include the completeness of the real numbers, elementary topology, continuous functions, and numerical sequences and series. Prerequisites: Grades of C or better in MA-205 and MA-302.		
MA-422G (3)	SP/Odd Years	
INTRODUCTION TO ANALYSIS II		
This is the second course in a two-semester sequence designed to provide an introduction to the rigorous study of the foundations of calculus. Topics covered include differentiation, integration, sequences and series of functions. Prerequisite: A grade of C or better in MA-421G.		

MA-431G (3)	SP/Even Years	MI-502 (3)	SP
TOPICS IN ADVANCED MATHEMATICS			
This course offers selected topics in advanced mathematics such as topology, mathematical induction, non-Euclidean geometries. With different subject matter may be repeated for credit. Prerequisite: Grades of C or above in MA-205 and MA-302.		This course provides a comprehensive understanding of a thematic historical approach of the Micronesian region. A critical examination of the various forms of historical evidence, both indigenous and Western, pertaining to the region will be addressed. Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.	
MA-441G (3)			
	SP/Odd Years	MI-503 (3)	SP
MODERN GEOMETRY			
This course treats non-Euclidean and advanced Euclidean geometry. Prerequisites: Grades of C or better in both MA-205 and MA-302.		This course provides an in-depth understanding of contemporary issues and problems facing Micronesian society: economic development, political status and change, ethnicity and population shift, resources and environment, social and health problems. Prerequisite: Graduate Standing or Senior Level or Consent of instructor.	
MA-451G (3)			
	F/Even Years	MI/EV-506 (3)	F/Even Years
PROBABILITY AND STATISTICS			
This course covers probability models and distributions, including univariate and multivariate distributions, and provides an introduction to parametric and nonparametric decision theory. Prerequisites: MA-151 or equivalent and grade of C or better in MA-302. Corequisite: MA-205.		This course is a study of the origin and characteristics of the physical environments and biogeography of Micronesia through an analysis of physical geographic elements, their patterns of distribution, interrelationships, and problems. Prerequisites: Graduate standing or senior level.	
MA-453 (3)			
	F/Odd Years	MI/PI-508 (3)	As Resources Permit
OPERATIONS RESEARCH MODELS			
Operations research models are designed to optimize, maximize, or minimize real world processes. Computer methods and packages are included for linear and dynamic programming, life and death processes, P.E.R.T.-C.P.M., trend analysis and queuing theory. Prerequisites: MA-341 and MA-385.		This course examines the various approaches to philosophy found in Micronesia. Philosophy is framed by historical and cultural conditions. This course will explicate the meaning and significance of philosophical wisdom for the dominant cultures, past and present, in Micronesia. Prerequisite: Graduate Standing.	
MA-460G (3)			
	SP/Odd Years	MI-510 (3)	SP/Odd Years
NUMERICAL LINEAR ALGEBRA			
This course covers topics such as numerical solutions to systems of linear equations; linear least squares problems; eigenvalue and eigenvector problems. Methods include Gauss-Jordan elimination, Siedel iterating, the QR algorithm and linear optimization. It includes the use of numerical software libraries. Prerequisites: Grades of C or better in MA-205, MA-302, and MA-341.		This course is an analysis the challenges confronting government and political life on Guam and other Pacific island polities, focusing on examples from Micronesia related to post-colonial transition, globalization, economic strategies, globalization, cultural preservation, and sustainability of island societies. Prerequisites: MI-502 or consent of instructor.	
MA-461G (3)			
	F/Odd Years	MI-512 (3)	F/Even Years
NUMERICAL ANALYSIS			
This course covers: root finding for non-linear equations, numerical integration, numerical methods for ordinary differential equations, interpolation theory, and approximation functions. The course makes use of numerical software libraries. Prerequisites: Grade of C or better in MA-205 and MA-302.		This seminar is a historical analysis of Guam's colonial legacy and a critical examination of major contemporary issues including Chamorro cultural survival, land, social and economic development, political status, religion, and modern modes of scholarly inquiry in Guam. This seminar presupposes introductory courses in the History of Guam (HI-211) or related disciplines such as Culture and Education in Guam (ED-265); Government and Politics of Guam (PS-303); Introduction to Community Services on Guam (SW-110).	
MICRONESIAN STUDIES (MI)			
MI-501 (3)	F		
PEOPLES AND CULTURES OF MICRONESIA			
This course provides a comprehensive overview of the cultures and societies of the Micronesian area. Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.			

MI-513 (3)	SP	MI/WG-461G, EN-561 (3)	SP/Even Years
RESEARCH METHODOLOGY IN SOCIAL SCIENCES			
Basic research design, sampling techniques, survey procedures, and systematic observation strategies are presented. A strong emphasis is placed on writing skills and the oral presentation of research findings. Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.		This course entails an intensive study of representative works of Pacific Women Writers to acquaint the students with the contours—in terms of styles, themes, symbols, images, language, politics, and subject matter—of the writing of females who represent an emerging literature as well as a new exciting part of the region's cultural heritage. Students will emerge with an understanding of the place of this literature in the larger context of Pacific Literature, Women's Literature, Minority Literature and Contemporary Literature in English. Prerequisites: EN-210, EN-323 or consent of the Instructor.	
MI-514 (3)	SP/Odd Years	MI-599a-d (3)	F/SP
HEALTH AND HUMAN ADAPTATION IN MICRONESIA			
Primarily rooted in medical anthropology, this course uses a multidisciplinary approach to look at the status of health and human adaptation in Micronesia. By using specific examples of disease patterns, adaptation is looked at as an evolutionary process as well as synchronically. Strong emphasis is placed on the changing map of health and disease, generally in the Pacific and specifically in the Micronesian Islands. Along with medical anthropology, ideas and methods from related fields such as medical geography and epidemiology have also been incorporated into course materials. Following a broad overview of medical anthropology with introductions to its related fields, ideas and concepts central to health and adaptation will be presented, followed by case studies from Micronesia and the Pacific. Prerequisite: Graduate standing.		READINGS IN MICRONESIAN STUDIES	
MI/EV-517 (3)	F/Odd Years	MI-691 (1-3)	F/SP
CULTURAL ECOLOGY			
Cultural ecology looks at the relationship between humans and their biotic and physical environments. Using diachronic and comparative perspectives, this course will survey the cultural ecology of Micronesian islanders. Particular attention will be given to the following themes: history, theory, and methods of cultural ecology; comparison of different approaches to the study of cultural adaptation; adaptation in permissive and marginal environments; and culture change in spatial and temporal perspectives. The format emphasizes seminar discussions and student presentations, but will also include some lectures, slides, films and videos. Prerequisite: Consent of instructor, MI-501, MI-502, or MI-503.		SEMINAR IN MICRONESIAN STUDIES	
MI-518 (3)	As Resources Permit	MI-695 (1-3)	F/SP
RELIGION, MAGIC, AND MYTH IN MICRONESIA			
This course surveys the traditional religions of Micronesia, with an emphasis on myth and ritual. Analysis of select samples of traditional ritual and myth from primary sources. Critical analysis is emphasized. Prerequisite: One proseminar course or consent of instructor.		Prerequisite: Consent of Instructor, completed Form A and successful completion of Comprehensive Examination.	
MI-520 (3)	F/Odd Years	PUBLIC ADMINISTRATION (PA)	
ECONOMIC DEVELOPMENT AND CHANGE IN MICRONESIA			
The seminar provides an overview of Micronesian economic systems past and present; focus is on the present as the new nations confront the need to develop market-based economies within a global context of diminishing resources and soaring populations.		PA/AG-401G (3)	F/Odd Years
COMMUNITY PLANNING			
This course is an introduction to community planning; relationships of physical form to environment, function, aesthetic principles, cultural values, planning as a synthesis of a frame of reference based on economic, political, social, cultural, physical, and administrative factors. Prerequisite: SO-101.		PA-501 (3)	F/SP
APPLIED RESEARCH METHODOLOGY			
Concentrated study of research methodology, including planning, organizing and executing research projects; techniques of gathering data; use of library facilities and other sources of information; analysis and interpretation of data;			

the art and strategy of presenting oral and written findings. This course must be taken within a student's first 12 credits in the MPA program. Prerequisites: PA-305, BA-310, or equivalent.

PA-510 (3) F

ADMINISTRATIVE THOUGHT

This course offers an overview of classic and contemporary theories of public administration and bureaucracy. The role and process of American public administration are studies in the social and political context of legislatures, executives, legal and judicial structures, and in relationship to political parties and clientele groups. The modern administrative state and its illustrations of democratic theory and practice, are examined.

PA-525 (3) F

PUBLIC BUDGETING

Budgetary practices of federal, state, territorial, and local governments. The budget cycle, budget preparation, and execution. Includes techniques such as PPB (Planning, Programming, Budgeting) in the Federal government and zero-base in GovGuam budgeting. Prerequisites: PA-303 or equivalent.

PA-526 (3) SP

PRIVATE ENTERPRISE AND PUBLIC POLICY

This course will examine the governmental process in the formulation of policy, the framework and organization of administrative agencies in the regulation and supervision of policy, and the nature of the 'public interest' and the interrelationship of interests affecting governmental policy toward business enterprise. This course will also address communication skills in a collaborative setting and build the capacity to lead in the development and deployment of public policy initiatives and the changes in the public policy sector.

PA-530 (3) F

PUBLIC PERSONNEL, DISCIPLINARY AND PERFORMANCE MANAGEMENT

The study of government organization management practices and problems; the general effectiveness of major agencies including their relationships with U.S., local legislative bodies, clientele and other governmental units and public bodies. This course establishes the broad parameters of what constitutes the major roles, responsibilities and activities of public managers. This course is particularly suited for students with limited background in public management. Stress is placed on the development of analytical techniques that are useful in the identification and resolution of commonly occurring problems in public management.

PA-535 (3) SP

INTERGOVERNMENTAL RELATIONS

Study of the dynamics of relations among governmental units, including the movement towards regionalization

and councils of government. Study of the impact of "new federalism" concepts and revenue sharing upon states, territories and of local issues and problems.

PA-540 (3) SP

ADMINISTRATIVE LAW

Study of administrative law, including issues of separation of powers; regulatory commissions; processes of administrative adjudication; and judicial review.

PA-545 (3) F

SPECIAL TOPICS IN PUBLIC ADMINISTRATION MANAGEMENT STRATEGIES

- a-Public Policy and Governance
- b-Public Private Partnerships
- c-Comparative Public Administration
- d-Public Planning
- e-Public Contracting and Procurement Policies and Practices

PA-545a (3) F/SP

PUBLIC POLICY AND GOVERNANCE

This course will examine the governmental process in the formulation of policy, the framework and organization of administrative agencies in the regulation and supervision of policy, and the nature of the 'public interest' and the interrelationship of interests affecting governmental policy toward business enterprise. This course will also address communication skills in a collaborative setting and build the capacity to lead in the development and deployment of public policy initiatives and the changes in the public policy sector.

PA-545b (3) F/SP

PUBLIC PRIVATE PARTNERSHIPS

This course will explore advanced organization and management theory including organization, systems design and analysis, decision theory, power, politics, and authority from the vantage point of how governments are partnering with for-profit and non-profits to redefine the traditional methods of public administration in a multi-stakeholder, solution-oriented value proposition. Prerequisite: BA-240.

PA-545c (3) F/SP

COMPARATIVE PUBLIC ADMINISTRATION

Administrative structures and processes of industrialized and developing areas of the world. Distribution of government services in the various bureaucratic organizations.

PA-545d (3) F/SP

PUBLIC PLANNING

This course deals with methods of social, economic, and physical planning. The concept of planning is approached from the theoretical, methodological and philosophical perspectives. It focuses on problem analysis to the final stages of program implementation and evaluation.

PA-545e (3) PUBLIC CONTRACTING AND PROCUREMENT POLICIES AND PRACTICES An examination of the legal and regulatory framework governing public contracting within the dimensions of past and present national and local objectives. A particular emphasis is placed on its contribution to government efficiency and effectiveness.	F/SP	in the field under the guidance of a major professor. The Capstone will also serve as the MPA Qualifying Exam. This course may only be taken in the student's graduating semester. Prerequisite: Consent of MPA Chair.
PA-560 (3) LEADERSHIP AND SOCIAL RESPONSIBILITY OF ORGANIZATIONS An examination of the meaning of business ethics and its significance in business decision making. By thoughtful analysis of the moral issues raised by business practices, graduate students will raise their comprehension of the moral decisions of business. Students will apply ethical theories and concepts to social issues. In addition, students will gain practice during examinations and interpretations of positions taken by various stakeholder groups affected by business and vice-versa.	SP	PA-695 (6) THESIS Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. Students are required to have their thesis proposal approved by their committee prior to enrolling in PY-695. Prerequisite: Consent of Advisor.
PA-570 a-e (3) SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION a) Policy; b) Current/Relevant Issues; c) Employment Law; d) Organizations; e) Systems Current problems and issues in the management of government programs are explored through: The changing character of public personnel management as affected by citizen participation and representation, community action groups, minority employment, diversity, technology, global issues, merit system administration, economics, constitutional rights, environmental concerns, upward mobility, development crises and problems, labor-management relations, public interest advocacy, decentralization and devaluation of administrative activities, and management information systems.	F/SP/SU	PHYSICAL EDUCATION (PE) PE-454G (3) SP/Odd Years ADAPTED AND DEVELOPMENTAL PHYSICAL EDUCATION, RECREATION AND DANCE This course emphasizes assessment, design and implementation of physical education that meets the developmental characteristics and special needs of pre-school and school age children, youth, and adults including those with disabilities or health related impairments. Particular attention is paid to adaptations to instruction, equipment and facilities to accommodate and individualize PE instruction for students with disabilities in schools and participants in community settings. Prerequisites: ED-201, ED-300 and PE-352 or PE-353, with a grade of "C" or above.
PA-598 (3) INTERNSHIP: PUBLIC ADMINISTRATION This course provides qualified students with the opportunity to gain experience in public administration. Students are placed in government agencies and related organizations and work under the supervision of a management official. Students must consult with the Internship Coordinator prior to enrolling. This course is required for all pre-service students.	F/SP	PHILOSOPHY (PI) PI-481G (3) F SELECTED TOPICS IN PHILOSOPHY Each time this course is offered it covers one specific area of philosophy or one particular philosopher. Possible course topics include Existentialism, Epistemology, Metaphysics, Environmental Ethics, Medical Ethics, Legal Ethics, the Philosophy of Samkara, and the Philosophy of Lao Tzu. The course may be repeated for credit under different topics.
PA-690 (3) SPECIAL PROJECT Course is open to students admitted to degree candidacy and qualified to do independent study in business, economics or public administration under the direction of a professor in the field.	F/SP	PI-486G (3) Finakpo'/Odd Years TRAVEL STUDIES IN ASIA Philosophy students and others interested in gaining a direct intensive exposure to Asian culture and philosophy will be interested in participating in this course. Each Finakpo' one of the faculty in the philosophy program will take a group of students into a particular Asian country of choice. At this time, destination of this course is planned to be either India, Tibet, China, or Japan. This course is invaluable for students who are specializing in Asian philosophy, though anyone could benefit from this unique opportunity to gain a direct encounter with one of these countries under the guidance of an expert in the culture and religion/philosophy of that particular country.
PA-692 (3) PRACTICUM The Capstone course is the culminating experience that incorporates applied research and real-world application	F/SP	

PI/MI-508 (3)	SP/Odd Years	
MICRONESIAN PHILOSOPHY		
This Course examines the various approaches to philosophy found in Micronesia. Philosophy is framed by historical and cultural conditions. This course will explicate the meaning and significance of philosophical wisdom for the dominant cultures, past and present, in Micronesia. Prerequisite: Graduate Standing.		
 PSYCHOLOGY (PY)		
PY-413G (3)	F	
RESEARCH METHODOLOGY IN THE BEHAVIORAL SCIENCES		
This course is an in-depth study of the scientific research process, and an application of its principles and techniques to proposing, designing, conducting and analyzing original research. Students demonstrate mastery of APA style and deliver research results orally and in written format. Prerequisites: PY-101, PY-210 and MA-385.		
PY-413L/G (1)	F	
This course is the laboratory component of PY413. This lab must be taken concurrently. Students are expected to complete a list of project-specific reading, design an independent study, participate in data collection, analyze the data, and report the results in writing and orally. Prerequisite: PY-101, PY-210, and MA-385. Co-requisite: PY413/G.		
PY-420G (3)	F/SP	
ABNORMAL PSYCHOLOGY		
This course covers the study of historical changes in theories and methods of treatment; theory of personality development; dynamics of adjustment; the symptoms, dynamics, therapy, and prognosis of the various abnormal reaction patterns, both functional and organic; and modern theories and methods of diagnosis, therapy, and prevention. Prerequisite: PY-101.		
PY-426G (3)	F	
PERSONALITY THEORY		
This course provides an intensive and comparative overview of the theories of personality from Freudian, Neo-Freudian, Trait, Cognitive, Socio-behavioral, Existential and Humanistic perspectives. Major theorists' concepts and principles, assessment and techniques are examined within a cross-cultural and ethnically diverse context. Prerequisite: PY-101 and graduate standing.		
PY-440G (3)	F	
SOCIAL PSYCHOLOGY		
This course applies the scientific method to analyses of the behavior of individual people in social situations. Topics include aggression, attitude formation and persuasion, conflict-resolution, conformity, gender roles, group decision making, interpersonal attraction, positive social behaviors, prejudice, social factors in the self-concept, social informa-		
		tion processing, and applications of social psychology to social problems. Prerequisite: PY-101.
PY/WG-455G (3)	SP/Even Years	
PSYCHOLOGY OF WOMEN		
This course offers a study of women through feminist scholarship and research. It is designed to introduce students to the myriad factors influencing the development of girls and women in a variety of cultures and societies, including Micronesia. Areas covered include feminist scholarship and research; gender socialization, women's biology and (mental) health; sexuality; victimization and abuse; work career, and power issues. Prerequisite: PY-101.		
PY-501 (3)	F/Even Years	
ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN THE PRACTICE OF CLINICAL PSYCHOLOGY		
This course provides a comprehensive overview of the ethical, legal, and professional issues encountered in the practice of clinical psychology. Students study the APA Ethics Code as well as local and national laws that regulate mental health practice. Topics include professional competence, client rights, informed consent, privacy, confidentiality and privileged communication. Special attention is given to procedures for evaluating and responding to suicidality and dangerousness, for working with minors and other vulnerable populations, and for reporting suspected child or elder abuse. Prerequisite: Consent of instructor.		
PY-502 (3)	SP/Odd Years	
MICRONESIA AND MENTAL HEALTH		
This course offers an examination of mental health services and problems in Micronesia. Geography, political systems, health problems, peoples and cultures provide the context for a detailed examination of mental health and social change concerns within our region. Prevalence of psychiatric disorders within Micronesia, applications of psychological interventions to regional concerns, and Micronesian perspectives toward psychology are the primary focus of the course. Prerequisite: Consent of instructor.		
PY-503 (3)	F/Odd Years	
PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS		
This course provides an intensive study of the various forms of psychopathology described in the Diagnostic and Statistical Manual of Mental Disorders (DSM), including current theory and research on their phenomenology, etiology, and treatment. Emphasis is placed on learning to formulate accurate psychiatric diagnoses with both adults and children using the DSM's multiaxial diagnostic system. Students also engage in historical and cross-cultural analysis of psychiatric discourse, and consider alternative frameworks for conceptualizing abnormal behavior. Prerequisite: Consent of instructor.		
PY-504 (3)	SP/Even Years	
TOPICS IN CLINICAL PSYCHOLOGY		
This course offers in-depth study of a special topic in clinical psychology. The focus varies depending on faculty		

and student interests as well as needs in the community. Possible topics include: forensic psychology, substance abuse treatment, applied behavior analysis, trauma and crisis intervention, psychodynamic therapy, couples therapy, group therapy, narrative therapy, qualitative research, and psychopharmacology. With different subject matter, this course may be repeated for credit. Prerequisite: Consent of instructor.

**PY-511 (3) F/Even Years
RESEARCH METHODS IN CLINICAL PSYCHOLOGY I:
RESEARCH DESIGN**

The Research Methods in Clinical Psychology series prepares students to conduct and evaluate research aimed at the investigation of clinical phenomena and the development of evidence-based clinical practices. The first course in the series focuses on research design, including experimental, quasi-experimental, correlational, qualitative, single-case, and meta-analysis methodologies. Students also study historical and current trends in the literature addressing research on psychopathology, assessment, psychotherapy, and prevention. Prerequisite: Consent of instructor.

**PY-512 (3) SP/Odd Years
RESEARCH METHODS IN CLINICAL PSYCHOLOGY II:
STATISTICS**

The Research Methods in Clinical Psychology series prepares students to conduct and evaluate research aimed at the investigation of clinical phenomena and the development of evidence-based clinical practices. The second course in the series focuses on statistics, including a brief review of univariate and bivariate techniques, followed by in-depth study of multivariate procedures such as multiple regression, analysis of covariance, multivariate analysis of variance and covariance, profile analysis, discriminant analysis, logistic regression, canonical correlation, and factor analysis. Prerequisites: PY-511 and consent of instructor.

**PY-521 (3) F/Odd Years
CLINICAL ASSESSMENT I: ADULT**

In the Clinical Assessment series, students learn to conduct a comprehensive diagnostic interview, and to administer, score, and interpret a variety of psychological assessment instruments, including measures of cognitive functioning, personality, and psychopathology. Students also learn to formulate treatment recommendations based on assessment data, write assessment reports, and give feedback to clients. Emphasis is placed on conducting culturally responsive clinical assessments through consideration of the literature on assessment with diverse populations. The first course in the series focuses on assessment with adults. During the semester, students conduct at least one clinical assessment with an adult client, including writing the assessment report and providing feedback to the client. Prerequisite: Consent of instructor.

**PY-522 (3) SP/Even Years
CLINICAL ASSESSMENT II: CHILD AND ADOLESCENT**
In the Clinical Assessment series, students learn to conduct a comprehensive diagnostic interview, and to administer, score, and interpret a variety of psychological assessment instruments, including measures of cognitive functioning, personality, and psychopathology. Students also learn to formulate treatment recommendations based on assessment data, write assessment reports, and give feedback to clients. Emphasis is placed on conducting culturally responsive clinical assessments through consideration of the literature on assessment with diverse populations. The second course in the series focuses on assessment with children and adolescents. During the semester, students conduct at least one clinical assessment with a child or adolescent client, including writing the assessment report and providing feedback to the parents and the client. Prerequisite: Consent of instructor.

**PY-641 (3) F/Even Years
CLINICAL INTERVENTION I: COGNITIVE-BEHAVIORAL
THERAPY**

The first Clinical Intervention course provides a comprehensive overview of cognitive and behavioral approaches to psychotherapy, including their application in the treatment of specific disorders. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in cognitive-behavioral therapy with clients through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY-692a.

**PY-642 (3) SP/Odd Years
CLINICAL INTERVENTION II: CHILD AND ADOLESCENT
THERAPY**

The second Clinical Intervention course provides a comprehensive overview of the various approaches to conducting psychotherapy with children and adolescents, including consideration of the role of the therapist in working with parents, schools, and community agencies. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in therapy with children and adolescents through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY-692b.

**PY-643 (3) F/Odd Years
CLINICAL INTERVENTION III:
FAMILY SYSTEMS THERAPY**

The third Clinical Intervention course provides a comprehensive overview of family systems approaches to psychotherapy, including the application of systems theory across a diverse range of family structures and presenting problems. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage

in family systems therapy with families through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY-692c.

PY-644 (3) SP/Even Years

**CLINICAL INTERVENTION IV:
EXISTENTIAL-HUMANISTIC THERAPY**

The fourth Clinical Intervention course provides a comprehensive overview of existential and humanistic approaches to psychotherapy through the study of theoretical and literary works influenced by existentialist thought. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in existential-humanistic therapy with clients through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY-692d.

PY-692a (1) F/Even Years

GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY I

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the first practicum, students learn various techniques associated with cognitive-behavioral therapy and see at least one client for weekly therapy employing the cognitive-behavioral approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY-641.

PY-692b (1) SP/Odd Years

GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY II

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the second practicum, students learn various techniques for working with children and adolescents and see at least one child or adolescent client for weekly therapy. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY-642.

PY-692c (1) F/Odd Years

GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY III

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and

supervision in a particular therapeutic modality. In the third practicum, students learn various techniques associated with family systems therapy and see at least one family for weekly therapy employing the family systems approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY-643.

PY-692d (1) SP/Even Years

GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY IV

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the fourth practicum, students learn various techniques associated with existential-humanistic therapy and see at least one client for weekly therapy employing the existential-humanistic approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY-644.

PY-695a (1-3) F/SP

THESIS I

The Master's Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. In the first thesis course, students begin collecting and analyzing their data and present the preliminary results at a formal progress meeting with their committee. Students are required to have their thesis proposal approved by their committee prior to enrolling in PY-695a. Prerequisite: Consent of advisor.

PY-695b (1-3) F/SP

THESIS II

The Master's Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. In the second thesis course, students complete their data collection and analysis, prepare a written draft of the thesis, and orally present their work at a formal thesis defense with their committee. Prerequisites: PY-695a and consent of advisor.

PY-698a (3) F/SP

INTERNSHIP IN CLINICAL PSYCHOLOGY I

The Internship in Clinical Psychology places students in a mental health or social service agency where they receive advanced training in the duties of a master's level clinical psychologist, including psychological assessment, psychotherapy, consultation, and report writing. Students are required to complete a minimum of 300 internship hours in

each of the two internship courses (PY-698a and PY-698b). A total of 600 internship hours is required prior to graduation. Prerequisite: Consent of instructor.

PY-698b (3) F/SP

INTERNSHIP IN CLINICAL PSYCHOLOGY II

The Internship in Clinical Psychology places students in a mental health or social service agency where they receive advanced training in the duties of a master's level clinical psychologist, including psychological assessment, psychotherapy, consultation, and report writing. Students are required to complete a minimum of 300 internship hours in each of the two internship courses (PY-698a and PY-698b). A total of 600 internship hours is required prior to graduation. Prerequisites: PY-698a and consent of instructor.

SOCIOLOGY (SO)

SO/AN-405G (3) SP/Odd Years

COMMUNITY DEVELOPMENT

This is a study of applied sociology and anthropology, emphasizing social processes and programs of planned change on the community level in parts of the world currently undergoing technical development. Prerequisites: SO-101/350 and MA-385, or consent of instructor.

WOMEN AND GENDER STUDIES (WG)

WG/PY-455G (3) SP/Even Years

PSYCHOLOGY OF WOMEN

This course offers a study of women through feminist scholarship and research. It is designed to introduce students to the myriad factors influencing the development of girls and women in a variety of cultures and societies, including Micronesia. Areas covered include feminist scholarship and research; gender socialization, women's biology and (mental) health; sexuality; victimization and abuse; work career, and power issues. Prerequisite: PY-101.

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Certified Government Financial Manager
Certified Public Accountant
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Accredited Investment Fiduciary

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