



The University of Guam

The Triton Advising Center's Advising/Registration Toolkit for Academic/Faculty Advisors and Staff



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**Dr. Anita B. Enriquez, DBA
President**

Håfa Adai Faculty and Staff Advisors,

High quality advising plays an important role in student success. Your work as an advisor helps students navigate their journey at the University of Guam, creates connections and pathways between their degrees and coursework and their future goals, and helps build their connection and affinity for our University.

This Academic Toolkit is designed to be a reference on advisement. Un Dangkulo na Si Yu'os Ma'ase to the EMSS Triton Advising Center for putting this resource together.

You will be a guide, a mentor, and at times, a confidant to our students. As you support our students in their journey towards success, please remember our institutional values of Inadahi yan Inagofli'e: respect, compassion, and community. Thank you for your commitment to our students and our vision of Transforming Lives and Advancing Communities.

Hafa Adai Advisors,

You are about to start or continue meeting a challenge that is both humbling and rewarding. Students put their trust in you as they need help sorting through and understanding what could seem like an overwhelming range of options and decision-making on their college paths.

You can help students think through the various choices they face. You can help students weigh the pros and cons as they strive to make informed decisions and avoid pitfalls.

Students need a good adviser who really listens. In other instances, advisement is one of many steps a student will need to overcome more complex challenges. Whatever the case may be, let's not shuffle students around without offering help or pointing to the next step to getting help. A student's successful college journey is our University of Guam-wide effort. Be the adviser that helps our Tritons be good decision-makers and changemakers.

Thank you for all that you do for our Tritons!



**Dr. Sharleen Santos-Bamba,
Ph.D.,
Senior Vice President &
Provost**



**Dr. Gena A. Rojas, Ph.D.,
Interim Dean of Enrollment
Management & Student
Success**

Buenas and Hafa Adai!

Your work as an academic advisor is critical to the Triton student ecosystem of support, and we appreciate your fine contributions!

So, with great excitement, I am happy that we can launch this toolkit for academic advising and course registration. The intent behind this initiative is to provide you with valuable information and quick references, which hopefully enables for a better advising and course registration and experience to both faculty/staff advisors and our Triton students seeking academic advisement and assistance. We are open to new ideas, so please provide us with regular feedback so we can improve the guide because ultimately, our students will benefit tremendously from our uniformed efforts in advisement and student services.

Once again, I commend you for your work and extend our commitment to collaborate and improve our advisement and registration this, together, we will be able to raise the bar and reach our goals and objective for student success.

UOG Mission Statement

INA, DESKUBRE, SETBE

The University of Guam empowers the region by uniting island wisdom with universal sources of enlightenment to support exceptional education, discovery, and service that respect and benefit local and global communities.

Tulos Mo'na Strategic Plan

Vision Statement

“Propelling Forward Together”

Transforming Lives, Advancing Communities

I Pineksai Unibetsedát refers to the attention and care that UOG provides to each student from the time they express interest in UOG to entry to degree and beyond.

1. Enhance and promote equitable access to student resources and support services (academic, financial, and career advisement, mentoring and tutoring, health and wellness services, and funding opportunities).
2. Cultivate vibrant learning and campus life experiences (e.g., high impact practices, internships/practicums, capstones, and co-curricular activities).
3. Provide regular academic advisement updates and training to the faculty.
4. Achieve increased student satisfaction rates for in-person and online courses.

Diversity, Equity, and Inclusion

Inadahi yan Inagofli'e:

Statement on Respect, Compassion, and Community

In the spirit of Inadahi yan Inagofli'e yan bendision ginen I manmo'fo'na, the University of Guam promotes values of respect, compassion, and community rooted in Micronesia and her history to foster equitable access, thriving engagement, robust scholarship, and innovative solutions meeting local, regional, and global needs. These Micronesian values strengthen the intellectual, emotional, and spiritual well-being of individuals respecting the dignity of our peoples and all humanity.

Purpose of the Academic Advising Toolkit

UOG's Academic Advising and Registration Toolkit is designed to provide faculty and professional staff with the tools they need to be effective advisors/staff. It serves as a useful reference for advising related questions and facilitates ongoing advisor training. The handbook is intended to help advisors/staff articulate policies and procedures, find accurate and consistent information, define and practice effective advising, locate referral resources, and provide standardized assistance to students.

Academic Advising Mission Statement

Academic Advising at the University of Guam is student-centered and committed to creating an inclusive environment that empowers students to be active and responsible learners who take ownership over their education, engage in learning, pursue academic, financial, and career opportunities, and develop a comprehensive network of resources to achieve their maximum educational experience.

Foundation of Academic Advising

The National Academic Advising Association (NACADA) aspires to lead within the global education community, theory, delivery, application, and advancement of academic advisement. NACADA promotes and supports quality academic advising to enhance the educational development of students. UOG is a member of NACADA, and several professional staff and faculty advisors have attended regional and national NACADA conferences.

Core Values of Academic Advising

- The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.
- **Caring:** Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.
- **Commitment:** Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.
- **Empowerment:** Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.
- **Inclusivity:** Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.
- **Integrity:** Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.
- **Professionalism:** Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.
- **Respect:** Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-entered approach and mindset, and treating students with sensitivity and fairness.



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

CORE VALUES



The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

Three content areas that serve as the foundational elements for effective advisor training programs and advising practice are the - *Conceptual, Informational, and Relational*.

NACADA Academic Advisor Competencies

Conceptual: Foundations Knowledge

- Theoretical Frameworks
- NACADA Core Value
- Knowledge of higher education issues

Informational: Knowledgeable of college student characteristics

- General knowledge of college students
- Specific knowledge of student populations you are advising.

Informational: Career advising knowledge and skills

- Knowledgeable of general education requirements and academic majors
- Knowledge of occupational, workplace relationships

Relational: Communication and interpersonal skills

- Establish rapport
- Demonstrate the ability to relate to individuals and groups of designated students using basic communication, helping and problem-solving skills
- Knowledge of application of advising at local institution
- Institutional information
- Referral Resources
- Graduation requirements
- Technology use



Advisor Roles & Responsibilities

The University of Guam is committed to providing effective advising services to students as an essential component of their educational experience. Semester advising is generally required as a condition for enrollment. Students are encouraged to seek academic advising regularly throughout their academic careers, but students are responsible for initiating advising contact and preparing for advising sessions. The advising relationship between the academic advisor and the student is protected by confidentiality.

- Provide accurate information about degree and career-related requirements.
- Maintain regularly publicized scheduled office hours for academic advising as needed throughout the semester.
- Maintain academic advising skills through informational courses, seminars, or advising manuals.
- Respond to students' inquiries in a timely manner.
- Address students' needs with confidentiality.
- Empower each student to make independent and informed decisions.
- Use assessment information, course projections, high school course records, academic transcripts, and other student data as a means of identifying students' strengths, skills, and potential problem areas.
- Help all students in setting both short-term and long-term educational and career goals.
- Assist advisees with schedule planning and course selection on both a long-term and short-term basis. It is important to map out an academic plan in an early meeting to determine which courses need to be taken in sequence, as well as which courses are only offered once every year or every other year, so the student does not miss the opportunity to take a needed or desired course.
- Monitor advisees' academic progress and initiate contact with those who are failing to progress satisfactorily.
- Remain informed about academic policies, procedure, changes in departmental or university curriculum requirements, etc. This includes drop/add, retakes, academic probation/dismissal, academic fresh start, financial aid, etc.
- Remain knowledgeable about career opportunities and prospects in the advisees' field of study.
- Be knowledgeable about campus academic support services and refer advisees to these services as needed.

Advisee Responsibilities

Students are ultimately responsible for fulfilling all the requirements of the general education and major curriculum in which they are enrolled. Students share responsibility for a successful college experience and are expected to contribute to effective advising sessions by:

- Being proactive in seeking help and advisement in a timely manner.
- Knowing who your advisor is and how to contact him/her.
- Being on time for appointments and prepared with questions.
- Take notes and keep copies of forms from advisement sessions.
- Working with an advisor to develop and implement both short- and long-term educational and career goals.
- Following UOG academic calendar dates and deadlines.
- Being familiar with and utilizing the University catalog, a comprehensive source of academic policies, procedures, course descriptions, and requirements (also available online).
- Frequently check your gotritons.uog.edu email.
- Accepting responsibility for your actions and decisions.
- Informing academic advisor of any special needs, deficiencies, or barriers that might affect academic success.

Multicultural Competencies for Advisors & Considerations for Students

For Advisors:

Advisors have the responsibility to maintain multicultural competence, knowledge, awareness, skills, and sensitivity in all student encounters.

Advisors will have the multicultural competence to be able to use multicultural awareness, knowledge, skills, and sensitivity to effectively work with students who are culturally different from themselves (Sue, Bernier, Durran, Feinberg, Pedersen, Smith, & Vasquez-Nuttall, 1982).

Advisors will use multicultural knowledge to be able to recognize themselves as a cultural being, and they will use that to learn to appreciate the cultural lens through which they view their students (Cornett-DeVito & Reeves, 1999, p. 39). They will also seek to increase their knowledge of cultures different from their own.

Advisors will use multicultural awareness to understand what another group is like and how they function without forming a stereotype (Pederson & Connerly, 2005, p. 92). They will also examine their own cultural beliefs, values, and attitudes.

Advisors will use multicultural sensitivity to continually work on looking past their own worldview and continually gain knowledge and skills that will help them to work with diverse students (Cunningham, 2003).

Considerations for Students:

Students also have the responsibility to maintain multicultural competence, knowledge, awareness, skill, and sensitivity in all peer and faculty/staff encounters.

Students will use multicultural competence to work effectively with advisors, other faculty and staff members, and peers through multicultural awareness, knowledge, skills, and sensitivity.

Students will use multicultural knowledge to be able to understand their own cultural identity and how that impacts their perceptions of others.

Students will use multicultural awareness to understand what groups different from their own are like and how they function without forming stereotypes. They will also examine their own cultural beliefs, values, and attitudes.

Students will use multicultural sensitivity to continually look past their own worldview and continue to gain the knowledge and skills that allow them to work effectively with diverse peers and campus personnel, including advisors.

Section II: Fundamentals of Advising | Advising is Teaching

Advising is Teaching

Both Good Teaching and Advising...

- Require appropriate preparation
- Emphasize good rapport building
- Require clear communication
- Emphasize sensitivity to audience
- Require respect for diverse points of view
- Create interest through enthusiasm and passion
- Have a long-term influence on students
- Are intrinsically rewarding



Advisors should teach students...

- How to make decisions effectively
- How to investigate and make decisions on careers and majors
- How to maneuver higher education channels and to identify and utilize support services

Principles of effective advising:

- Engage the student
- Provide personal meaning to students' academic goals
- Collaborate with others or use the full range of institutional resources
- Share, give, and take responsibility
- Connect academic interests with personal interests
- Stimulate and support student academic and career planning
- Promote intellectual and personal growth and success
- Assess, evaluate, or track student progress
- Establish rapport with students



FERPA

Family Educational Rights and Privacy Act

Faculty and staff academic advisors should be knowledgeable about FERPA. This law enacted in 1974, ensures student privacy of educational records and sets the foundation for student trust in academic advisors.

§ 513 of U.S. Public Law 93-380 (The Education Amendments Act of 1974)

FERPA FACTS

- Student education records must be treated with confidentiality by faculty, staff, and administrators, unless a legal exception applies, or written consent to disclose is provided by the student.
- Student--any individual who is or has attended an institution and about whom the institution maintains education records. Eligible students are those who are 18 years of age or older.
- FERPA ensures privacy from a student's parent or guardian unless a consent form has been filed or tax dependency of a student is demonstrated by submitting to the University a copy of the most recently filed federal income tax return.

FERPA [Guidelines](#) (Click Link)

Section II: Fundamentals of Advising | Process of Developmental Advising

Process of Developmental Advising

I. Exploring Life Goals

- Know students' characteristics and development
- Understand decision-making process
- Know principles of psychology and sociology
- Possess skill in counseling techniques
- Appreciate individual differences
- Believe in worth and dignity of all people
- Believe that all people have potential

II. Exploring Career Goals

- Know vocational fields
- Possess skill in test interpretation
- Understand the changing nature of work in society
- Accept all fields of work as worthy and dignified

III. Choosing Programs

- Know programs available at University
- Know requirements of programs (special entrance requirements, fees, time commitments, etc.)
- Know university requirements for transfer programs
- Know how others have performed in the program
- Know the success of program graduates

IV. Selecting Courses

- Know available courses
- Know special information about courses (prerequisites, etc.)
- Know rules and regulations of the University
- Know honors and developmental courses
- Know instructors and their teaching styles
- Know course content
- Know advisee's demonstrated abilities

V. Scheduling Courses

- Know course schedule
- Know all registration procedures
- Know advisee's work and commuting schedule

Advisor Checklist

As you work with your advisees, this checklist may be useful in examining your strengths in the following areas of availability, accountability, resourcefulness, and responsiveness.

ACCOUNTABILITY	
<input type="checkbox"/>	I am knowledgeable about resources and services on campus that can fill the gap for adequate student support. I keep current information about these resources and services in my office.
<input type="checkbox"/>	I try to help my advisees feel comfortable during our meetings by calling them by name, referring to notes from previous meetings, and inquiring about life beyond the classroom.
<input type="checkbox"/>	I explain to my advisees what my responsibilities are to them, as well as what their responsibilities are to me.
<input type="checkbox"/>	When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.
<input type="checkbox"/>	I keep a record of my appointment dates with each advisee and note reminders on Colleague.
<input type="checkbox"/>	When I find new information that might be helpful to an advisee, I take the initiative to pass it along to the student and record in Colleague.
RESOURCEFULNESS	
<input type="checkbox"/>	If I know of a resource that could potentially be helpful to an advisee, I offer to help contact that source (personally, by letter, over the phone, by email, etc.)
<input type="checkbox"/>	When working with advisees, I can demonstrate the use of the online course catalog, online schedule, and academic calendar.
<input type="checkbox"/>	When one of my advisees has, in my judgment, set an unrealistic or impossible goal, I explore this with him or her.
<input type="checkbox"/>	I help my advisees with problems involving low academic performance, challenging them to higher academic standards.
<input type="checkbox"/>	I do not make decisions for my advisees but place most of my emphasis on helping them make decisions for themselves.
<input type="checkbox"/>	I adhere to FERPA guidelines and do not betray confidential information
RESPONSIVENESS	
<input type="checkbox"/>	I am able to be honest in communicating my opinions to my advisees even if those opinions differ from my advisees' opinions.

Section II: Fundamentals of Advising | Advisor Checklist

<input type="checkbox"/>	When advisees consider changing institutions, I am helpful in exploring alternatives.
<input type="checkbox"/>	I am helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.
<input type="checkbox"/>	I am able to communicate realistic perceptions of my advisees' strengths and potential challenges in relation to their majors and post-college plans.
<input type="checkbox"/>	With respect to abilities, I focus on my advisees' potential rather than their limitations.
<input type="checkbox"/>	I follow up on commitments that I make to my advisees.
REGISTRATION	
<input type="checkbox"/>	I have checked my advisees' previous and current term grades and discussed their academic progress with them during advising sessions.
<input type="checkbox"/>	I discussed with my advisees the GPA requirements for general education and the major(s) they plan to pursue and possible scholarship GPA requirements.
<input type="checkbox"/>	I discussed with my advisees the courses they need to take to stay on track with their major(s) and recorded advising notes in Colleague.
GENERAL	
<input type="checkbox"/>	I assist my advisees with the development of their educational plan, encouraging them to think beyond current semester planning to accommodate course sequencing, graduation expectation, and relevant work experience, while continuing to track their progress toward their plans.
<input type="checkbox"/>	I try to help my advisees understand and work within the university policies.
AVAILABILITY	
<input type="checkbox"/>	I have regularly scheduled office hours for advisees to meet with me throughout the term and publicize these hours.
<input type="checkbox"/>	When I schedule office hours for advising, I stay in my office in case students drop by.
<input type="checkbox"/>	I spend sufficient time with my advisees to answer their questions and address their concerns.
<input type="checkbox"/>	I take the initiative to have my advisees meet with me.
<input type="checkbox"/>	I seek out my advisees in informal settings.

Section II: Fundamentals of Advising | Conducting the Academic Advising Session

Conducting the Academic Advising Session

There is no right way to conduct an academic advising session; it often depends upon the reason for the meeting (i.e., registration advising, class concerns, deciding upon a major). The scenario below offers general guidelines and suggestions for conducting a productive advising session.

- Opening. Greet students by name, be relaxed and warm. Open with a question, e.g. “How are things going?” or “How can I help?”
- Ask open-ended questions. Conversational flow will be cut off if questions are asked so that a “yes” or “no” reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about a business as a career?”
- Avoid out-talking the student. Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.
- Accept the student’s attitudes and feelings. A student may fear that the advisor won’t approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.
- Avoid cross-examinations. Do not fire questions at the student or put the student on the defensive.
- Silence in the session is OK. Most people are embarrassed if no conversation is taking place. The student may be groping for words or ideas, so let them have some time to think about what they want to say.
- Reflect on the student’s feelings. Try to understand what the student is saying. For example, it is better to say, “You feel that professor is unfair to you.” Rather than “Sometimes everyone has trouble getting along with professors.”
- Admit what you don’t know. If a student asks a question regarding facts and you do not have the facts, admit it. Either acquire the information during the advising session or call/e-mail the student back with the information.
- Communicate the time limit to the student. It is better if the student realizes from the beginning that you have a fixed length of time for the session.
- End the session on a professional note. Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think we have done all we can for today?” or “Let’s make another appointment so that we can go into this further.”

How to Refer Students

Transmit to the person or agency who will assist the student with all the information essential for helping the student.

Follow-up

Ability to evaluate the appropriateness and effectiveness of the referral:

- Determine if the student kept the appointment.
- Discuss with the student his or her evaluation of the help received from the agency or person.
- Determine whether you selected the appropriate source of help for the student (Crockett, 1988, p. 331).

Referral decision

Ability to determine whether a referral should be made:

- Determination of problem(s)
- Determination of whether you can help and/or are qualified to offer the assistance needed.
- Determination of possible agencies or persons to whom the student may be referred.

Referral process

Ability to professionally refer the student to the proper person or agency for help:

- Explain in a clear and open manner why you feel it desirable or necessary to refer.
 - Consider the student's emotional and psychological reaction to the referral.
 - Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
- Explain fully the services that can be obtained from the resource person or agency you recommend.
- Reassure students about the capability and resource qualifiicator to help meet the particular need expressed.
- Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.
- Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
- Assist the student in formulating questions to ask or approaches to take.

When an Academic Advisor Should be Concerned

The following behaviors and attitudes may indicate that a student could benefit from additional assistance.

<p>Unusual Behavior</p> <ul style="list-style-type: none"> • Withdrawal from usual social interaction. • Marked seclusion and unwillingness to communicate. • Persistent antisocial behavioral such as lying, stealing, or other deviant acts. • Lack of social skills or deteriorating personal hygiene. • Inability to sleep or excessive sleeping. • Loss of appetite or excessive appetite (starving or bingeing behavior). • Unexplained crying or outburst of anger. • Acutely increased activity (i.e., ceaseless talking or extreme restlessness). • Repeated absence from classes. • Unusual irritability. • Thought disorder (i.e., the student's conversation does not make sense). • Suspiciousness, irrational feeling of persecution. <p>Academic Problems</p> <ul style="list-style-type: none"> • Dramatic drop in grade point average. • Poor study habits. • Incapacitating test anxiety. • Sudden changes in academic performance. • Lack of class attendance. • Career Choice Problems • Dissatisfaction with academic major. • Unrealistic career aspirations. • Confusion about interests, abilities, or values. • Chronic indecisiveness or choice conflict. • Uncertainty of career alternatives. 	<p>Traumatic Changes in Personal Relationships</p> <ul style="list-style-type: none"> • Death of a family member or a close friend. • Difficulties in marriage or family relationships. • Dating and courtship difficulties. • Sexual abuse (i.e., rape, incest, harassment). • Terminal/chronic illness of a family member. <p>Drug and Alcohol Abuse</p> <ul style="list-style-type: none"> • Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking). • Severe drug reaction (i.e., bizarre behavior, unexplained "blackouts" of memory). • Being a child of an alcoholic or drug dependent parent. <p>If you are not professionally qualified to address these issues, please refer the student to the:</p> <ul style="list-style-type: none"> • Triton Advising Center – 671-588-1478/73 or 671-735-2290 emsstac@triton.uog.edu • Student Counseling/Wellness Office – 671-735-2890 wellness@triton.uog.edu • Guam Behavioral Health & Wellness Center Crisis Hotline – 671-647-8833/8834 • UOG Helpline – 671-735-4357 • Campus Security – 671-888-2456
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Section II: Fundamentals of Advising | Steps to Establishing Student Relationships

Steps to Establishing Student Relationships

The finest possible educational environment includes the availability of outstanding academic advising and a genuine caring attitude toward the student - inseparable partners in higher education. Some simple suggestions for demonstrating a genuine caring attitude by all advising personnel include:

GREETING ADVISEES WITH A SMILE.

Care enough to greet advisees with a warm welcome and a million-dollar smile to help ease student anxiety. Your smile costs nothing, yet it means everything!

RADIATING A FRIENDLY ATTITUDE

Be sure that a friendly attitude radiates from your office setting. Try to make advisees feel they can expect concern, compassion, friendliness, encouragement, trust, and confidence. Anyone with advising responsibilities (including the office secretary or receptionist) must never react to a student as though the student is an interruption of work. The student, after all, is the office work!

HAVING AN INTERESTING OFFICE

Strive to have a physically attractive and interesting office - perhaps with live plants, paintings or pictures on the walls, and soft background music. The office might be decorated with a specific theme, such as the school mascot or a particular plant or color scheme. The office should be a haven of enjoyment and conversation for advisees who enter.

KNOWING THE NAMES OF ADVISEES

Be sure to familiarize yourself with the names of advisees. Call the students by their first names so that they will feel at ease during advising sessions.

AVOIDING THREATENING ACTIONS

Care enough to avoid threatening body language. When possible, sit on the same side of your desk with your advisees. You should not let the desk of authority separate you from your advisees and thus cause you to lose some of your advising effectiveness. Also, you should face the advisee squarely. This posture transmits the message that you are available to the student, care about the student, and want to assist the student.

MAXIMIZING EFFICIENCY

Demonstrate your caring attitude by maximizing efficiency and minimizing mistakes when dealing with advisees. Have enough pride in advising activities so that your work is as error-free as possible. University life and academic programs are too complicated for guess work. Accurate information, appropriate forms, and other advising responsibilities should be correct the first time to reduce advising hassles for both the student and the advisor. Moreover, if mistakes are made, admit them.

LETTING THE "SHUTTLE STOP WITH YOU"

When an advisee has a question or needs help, let the "Shuttle Stop with You." No student should leave your office without getting assistance. If you don't know the answer or can't solve the problem, take time to identify the problem solver, locate the problem solver, and involve the problem solver in assisting the student.

SEEING ADVISEES FREQUENTLY

Show advisees that you care about them by seeing them frequently and on an informal basis. Visit with them in the cafeteria and the student center, in corridors between classes, and at various campus functions. Be approachable, flexible, and accessible, and share your phone number, office location, and office hours with your advisees.

BEING A GOOD EXAMPLE

Exemplifying a caring, helpful attitude in deeds and actions can make or break your advising reputation. The word can spread almost instantly about the type of person and advisor you are and the type of office you operate. Is a red carpet rolled out, or is a thorn bush posted?

PRACTICING EMPATHY

You should put yourself in the shoes of your advisees. To paraphrase the golden rule, "Do unto your advisees as you would have had your advisor do unto you." Outstanding academic advising and a genuine caring attitude - combine them, practice them, and share them; then reap the benefits!

Section II: Fundamentals of Advising | College Student Success Tips

Hints for Successful Advising

- Appreciate the emotion behind your advisee's words (voice intonation and body language).
- Constantly try to check your understanding of what you hear (not hear what you want to).
- Fight off external distractions (iPhone, iPad, etc.)
- Establish good eye contact.
- Use affirmative head nods and appropriate facial expressions.
- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they say). Do not ask questions that could be potentially embarrassing.
- Recognize the verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words. This will enable you to respond accurately and effectively to the advisee in full perspective.
- Engage in self-disclosure, which can support the student's experience.
- Example: "I remember how nervous I was the first time I went in to see an advisor."
- Ask the students "what" or "how" questions to steer them away from giving simple "yes," "no," or "I don't know" answers.
- Empathize with the advisee. Try to put yourself in his/her place to better understand the advisee is thinking.
- Try to push your worries, fears, and problems outside the meeting room. They may prevent you from listening well.
- Try to hide your emotions if you are irritated or frustrated with the advisee.
- Do not make hasty judgments. Wait until all the facts are in before making a judgment.

Section II: Fundamentals of Advising | College Student Success Tips

College Students Success Tips

- Attend every class whether attendance is taken, arriving on time to class so you are not marked absent and/or you don't miss any important beginning-of-class announcements.
- Sit up front in class. Talk to your professors - ask questions, and do not be afraid to ask for help.
- Take advantage of your professors' office hours throughout the semester (don't wait until the day before the exam)
- Manage your time effectively – avoid procrastinating. A daily planner, a to-do list, and/or a desk or wall calendar, etc., will help you keep track of exam dates and assignment due dates.
- Use your syllabus class schedule and record assignments such as tests/exams, research papers, and other important dates.
- Study and get your work done first. Schedule your social activities for after your work is done.
- Study, in short chunks, daily. Last-minute cramming for an exam is never a good idea.
- Reread and review notes as soon after each class as possible—this helps with the retention of information for exams.
- Find your "best" place to study. Ensure it is a comfortable, uncluttered environment that is as free of distractions as possible.
- Form a study group and attend study/review sessions.
- Eat well, exercise regularly, and get plenty of rest so you are alert and feel energized.

Section II: Fundamentals of Advising | Appreciative Advising

Appreciative Advising

"Appreciative Advising is the intentional, collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials."

The Six Phases of Appreciative Advising

Disarm - Make a positive first impression, warm and welcoming.

Discover - Build rapport and learn about the student's strengths, skills, and abilities.

Dream - Elicit hopes and dreams, discussions that make them think of their future.

Design - Create plans together for the future.

Deliver - Students take responsibility for executing their plans, and the advisor expresses confidence.

Don't Settle - Encourage continued improvement and set higher expectations.



Intrusive (Proactive) Advising

Intrusive advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence.

Intrusive Advising is:

- Deliberate, Proactive, structured interventions
- Purposeful, structured involvement with students
- Efforts to reach out to students before they ask for help
- Inquiries into the causes of the students' concerns/difficulties

Strengths-Based Advising

“Strengths-based advising represents a paradigm shift for higher education from failure prevention and survival mentality to success promotion and a perspective of thriving.”

Laurie A. Schreiner (2013) “Strengths-Based Advising” In Academic Advising Approaches

Steps in Strengths-Based Advising

- Identify student's talents.
- Affirm student's talents and increase awareness of strengths
- Envision the future
- Plan specific steps for students to reach their goals
- Apply student's strengths to challenges

Group Advising

Group Advising is a student-centered process in which advising is a shared responsibility, an extension of teaching, and an efficient way of sharing factual information with advisees.

Why Use Groups in Advising?

- It can be implemented during peak advising periods
- When the number of advisors vs. number of advisees is out of line
- An effective and efficient way to share with many students
- It can be a student-centered participatory process
- Opportunity to connect students with faculty advisors and each other

Academic Advisement for **Undergraduate Students, New Students/Transfer Students/Undeclared Students:**

Last names from A-F

Lorenzo Eduvala

Senior Student Academic Counseling
Specialist/Peace Corps Prep Program
Coordinator/FY101 Instructor

E-mail: eduvalal@triton.uog.edu

Phone: 671-735-2732

Office: Dr. Lucio C. Tan Student Success
Center, Office of the Dean of EMSS

Last names from T-Z

Joseph V. Lujan

Senior Student Academic
Counseling Specialist/FY101
Instructor

E-mail: lujanj708@triton.uog.edu

Phone: 671-735-0277

Office: Dr. Lucio C. Tan Student
Success Center, Office of the Dean
of EMSS

Last names from G-L

Veronica Botelho

Senior Student Academic Counseling
Specialist

E-mail: peredov@triton.uog.edu

Phone: 671-735-0277

Office: Dr. Lucio C. Tan Student Success
Center, Office of the Dean of EMSS

Last names from M-S

Aileen Artero

Senior Student Academic Counseling
Specialist/FY101 Instructor

E-mail: arteroa@triton.uog.edu

Phone: 671-735-0277

Office: Dr. Lucio C. Tan Student Success
Center, Office of the Dean of EMSS

Academic Advising by College/School:**College of Liberal Arts & Social Services****Jasmine Bassett**

CLASS Academic Advisement Specialist

E-mail: bassettj7270@triton.uog.edu

Phone: 671-735-2852

Office: CLASS Dean's Office

Margaret Perez-Hattori-Uchima School of Health**Elizabeth Elmore**Academic Advisement and Assessment
CoordinatorE-mail: elmoree@triton.uog.edu

Phone: 671-735-2650

Office: School of Health, Rm. 100

School of Engineering**Myla S. Perito**

Instructor of Civil Engineering

E-mail: peritom@triton.uog.edu

Phone: 671-735-1822

Office: ELI Bldg., Rm. 202

College of Natural & Applied Sciences**Katrina Quinata**

Instructor of Mathematics

E-mail: quinatak@triton.uog.edu

Phone: 671-735-0317

Office: Science Building, Rm. 100

School of Business & Public Administration**Jaran Aguon**

Advisement & Assessment Coordinator

E-mail: aguonj7261@triton.uog.edu

Phone: 671-735-2525

Office: School of Business and Public
Administration, Rm. 235**Iris Lapid**

Advisement & Assessment Coordinator

E-mail: lapidi@triton.uog.edu

Phone: 671-735-2502

Office: School of Business and Public
Administration, Rm. 206**School of Education****Dr. Jackysha Green**Associate Professor / Faculty,
Division of Professional Teacher
Preparation Education/AdvisorE-mail: greenj5925@triton.uog.edu

Phone: 671-735-2406

Office: School of Education, Rm. 208J

Dr. Andrew GrunzkeAssociate Professor of Foundations and
Educational Research/ I Meyeng UOG
Certified Online TeacherE-mail: grunzkea@triton.uog.edu

Phone: 671-735-2423

Office: School of Education, Rm. 208E

Student Resources

The University of Guam student services are always available, and we are committed to your student success. Below are the available campus resources that can help you resolve whatever it is you have:

Academic Advisement	see page 20-21
Disability Support Services	671-735-2460
TRiO Student Support Services	671-735-2258
Mathematics Tutor Lab	671-735-2064
DEAL Writing Center	writingcenter@triton.uog.edu
Veteran Student Support Services	vets.resourcecenter@triton.uog.edu
<u>Career Development Office</u>	671-735-2233
<u>Federal Work-Study</u>	671-735-2284
Research, Extension, and Grant Support Assistantships Research Corporation of UOG	671-735-0336
<u>Equal Employment Opportunity (EEO)</u>	671-735-2244
<u>EMSS Counseling & Wellness Center</u>	671-735-2890 / wellness@triton.uog.edu
<u>Campus Security Escort Service (G4S)</u>	671-735-2356/671-888-2456
<u>Safety & Security Office</u>	671-735-0332/671-735-2372
<u>I Pinangon Campus Suicide Prevention Program</u>	671-735-2883 / 988 (Hotline – Call, text) 988lifeline.org (Chat)
<u>Violence Against Women Prevention Program</u>	671-735-2890
<u>Sexual Misconduct Prevention and Response</u>	671-735-2244
<u>Health Requirements for All Students</u>	671-735-2225/6
<u>Health Requirements for International Students</u>	671-735-2225/6
<u>Health Requirements for National Exchange Students</u>	671-735-2225/6
Student Experiences and Opportunities	671-735-0246
<u>AmeriCorps UOG Volunteer Center</u>	671-735-2231
<u>National Student Exchange</u>	671-735-2201
<u>Residence Halls</u>	671-735-2260/1
<u>Student Life</u>	671-735-0246
<u>Student Government Association</u>	671-735-2222
<u>Student Organizations</u>	671-735-0246
<u>Triton's Call Student Newspaper</u>	tritonscalluog@gmail.com

Personal Needs/Issues	Campus Resources
Career Exploration: Looking for a Job/Resume Writing Internship Opportunities/Job Opportunities	Academic Advisor/ Career Development Office/ Handshake
Changing Academic Plan	Academic Advisor/Admissions and Records Office
Finding out/ Locating “to be announced” (TBA) classrooms	Respective Course Department; Admissions and Records Office
Planning course of study	Academic Advisor or Faculty/Dean of College
Experience Personal Issues	Student Counseling Services
Student Faculty Grievance/Appeal Procedures	Student Life Office
Selecting Courses for Registration	Academic Advisor
Financial Needs	Financial Aid Office
International Students' Questions	Admissions and Records Office – International Program Coordinator
Locating Resources for Class Assignments	Library Staff; Instructor
Organizing Time	Academic Advisor; Instructor; Student Lingo
Services for Disability	EEO/ADA Office
Concern about Classroom Happenings	Instructors, Department Chairs, Respective Dean of College/School
Concern about a Grade	Instructors, Admissions and Records Office
Purchasing Books and Supplies	Campus Bookstore
Payment of Fees and Receipts Documents	Main Cashier, Bursar's Office
Help with Courses You Find Difficult	Academic Advisor
Feeling Disconnected from College	Student Life Office; Student Counseling Services
Help in Writing a Research Paper, Thesis, etc.	Course Instructor, DEAL Writing Center
Clarification about Course Assignments	Course Instructor
Study Tips	Course Instructor/Student Lingo
Cravings/Chocolate!	Campus Bookstore, Crosswalk Café (Nursing Bldg.), Café Sirena (SBPA)

Parking is permitted only within paved parking lots and officially designated parking areas. Fire lanes, active loading/unloading zones, and other areas near facilities marked "No Parking" are considered no parking zones. All University grass ground areas and sidewalks on campus are considered no parking areas unless specifically designated by the university in writing for specific purposes. Authorized parking areas in grassy locations will be identified on an official campus map or will have signs identifying them. Vehicles parked in violation of this policy and the rules and regulations supporting it are subject to an official parking violation ticket and/or towing at the violator's expense.

Vehicles that are parked in accessible parking spaces for plk windshield placard pursuant to the Americans with Disabilities Act and other than two-wheeled motor vehicles parked in two-wheeled motor vehicle spaces are also subject to an official parking violation ticket and/or towing at the violator's expense. Any towed vehicle must be picked up by the registered owner of that vehicle with valid picture identification.

Parking on campus is at the owner's risk. The university accepts no liability for the safety and security of vehicles parked on campus.

[UOG Parking Rules and Regulations](#)

[UOG Parking Policy \(Board of Regents Resolution 15-28\)](#)

[Grass Cutting Schedule](#)



Advising Transfer/Freshman Students

English Placement

All new freshmen are to be placed in English 110 (Freshman Composition); you are now required* to take the English Preparedness Test (EPT).

What should you do to access this test?

First, at some point further in your application process,

- You will be directed to pay test fees through the university's Bursar's office or online
(<https://commerce.cashnet.com/cashneti/static/storefront/uog/catalog>)
- Please ensure that the EPT payment of \$10 is made before you take the test.
- You will be given access to your personal Triton e-mail and Moodle account,
- AND you may have already registered for an EN 110 class.

When the first two conditions are met, Admissions & Records will send you a reminder to take the English Placement Test.

You have up to one week to work on the test once you start it, but keep in mind that this test must be completed by _____.

What do you need once you start this test?

When you take this test, you will need:

- An environment (at home or in other places you work) that is free from distraction.
- A stable internet connection
- A device on which to compose (phone, computer, laptop, etc.) and
- Your UOG Moodle account log-in credentials (username and password). If you do not know your access information, please contact admitme@triton.uog.edu

What happens after you take the test?

- Your results will NOT be posted on the Moodle course site. Instead, a diagnostic report will be prepared by the EPT assessment team and made available to you and your EN 110 instructor around the fourth week of the semester in which you take Freshmen Composition.
- For more information, please contact the English Dept. (671) 735-2725 or Teresita Perez tperez@triton.uog.edu.

Section IV: Advising Special Groups | The Writing Center

Writing papers may not always be the easiest thing to do. Some people find that writing comes naturally. Others hate the thought of essays and written assignments. Regardless of if you're a born writer, anti-writing, or anywhere in between, the Writing Center can be beneficial to you and your writing. A second pair of eyes is always handy in the realm of writing!

What is the Writing Center?

The University of Guam's Division of English and Applied Linguistics Writing Center is a student-run tutorial resource. Although students enrolled in English Composition courses are our primary audience, when time and availability allow, we try our best to help students from other English courses, as well as from courses in other fields of study (i.e., Sociology, Communications, Business, etc.). Here, we strive to help students better their writing. Students may come in at any point of the writing process for assistance, from tiny issues like ironing out thesis statements to larger obstacles such as organization or coherence. In addition, the Writing Center offers a variety of other resources.

<p>Where is the Writing Center?</p> <p>We are located on the second floor of the English and Communications Building in Room EC204. Be on the lookout for whenever our "Open" sign is on. If it is, please come on in.</p>	<p>How do I get started?</p> <p>If you have never been to the Writing Center before, we encourage you to pay us a visit and get a feel of the space. If a tutor is available, s/he can explain a bit about the Center. If you're eager to jump into a tutoring session, you can take a look at our Schedule and Schedule an Appointment.</p>
<p>How do I make an appointment?</p> <ol style="list-style-type: none"> 1. Review your class calendar or syllabus. 2. Note when your paper is due and determine the number of visits you think you'll need before the due date. 3. Visit the Writing Center and talk to a tutor to set your schedule or click this link to schedule electronically. 4. Do this at the beginning of the semester to be sure you secure a spot before they fill up. <p style="text-align: center;">https://sites.google.com/view/dealwritingcenter/</p>	

Section IV: Advising Special Groups | Math Placement

The Accuplacer Math Placement Test (MPT) is a computerized test that accurately and efficiently assesses your current knowledge in math. This test is not timed, but you will be given three hours to finish it. Upon completion of the test, you will receive your placement results instantly. Students are required to register online prior to taking the test. No walk-ins are allowed.

Term	Tentative Test Dates & Sessions	Fee	Link to Register
Tinalo' 20__ (Intercession)		\$25	https://uogmath.rocks/UOG2023MPT *Please place a zero (0) before your UOG ID number; must be a 7-digit ID number*
Fañomnâkan 20__ (Spring)		\$25	https://uogmath.rocks/UOG2023MPT *Please place a zero (0) before your UOG ID number; must be a 7-digit ID number*
Finakpo' 20__ (Summer)			
Fanuchânan 20__ (Fall)			
Tinalo' 20__ (Intercession)			
Fañomnâkan 20__ (Spring)			
Finakpo' 20__ (Summer)			
Fanuchânan 20__ (Fall)			
Tinalo' 20__ (Intercession)			
Fañomnâkan 20__ (Spring)			

Section IV: Advising Special Groups | Math Placement

Below are the online registration links for the UOG Accuplacer Math Placement Test:

Palau & Saipan Remote Math Placement Testing

Students who reside in Palau or Saipan can take the UOG MPT at a proctored test site on each island. The UOG MPT is hosted in Palau at the Palau Community College and in Saipan at the Northern Marianas College.

Please complete the following requirements before proceeding to register for your test.

- Apply to UOG Online here: <https://www.uog.edu/admissions/apply-online>
- Pay for your UOG Application fee online
- Receive your UOG Student ID Number (7-digit ID number is required to register for MPT)
- Pay for your MPT fee (\$25) online here: <https://commerce.cashnet.com/uog>
- Receive your MPT fee payment receipt (receipt number is required to register for MPT)
- Register for your test online here:
 - Palau Residents: <https://uogmath.rocks/PalauRemoteMPT>
 - Saipan Residents: <https://uogmath.rocks/SaipanRemoteMPT>

****Currently Available in Palau & Saipan only. Other Remote Test Sites may become available in the future**

Preparation & Resources

- [Free Web-based Accuplacer Study App \(Focus on Next-Generation Math Problems\)](#)
- Sample Next-Generation MPT Practice Questions:
 - [Next-Gen Arithmetic](#)
 - [Next-Gen Qualitative Reasoning, Algebra & Statistics](#)
 - [Next-Gen Advanced Algebra & Functions](#)

Should you have any questions or concerns, please call the Mathematics Division at (671) 735-2825. If you encounter any problems with the registration or would like to reschedule your test, please send an e-mail to uog.accuplacer.mpt@gmail.com.

Section IV: Advising Special Groups | Math Advanced Placement

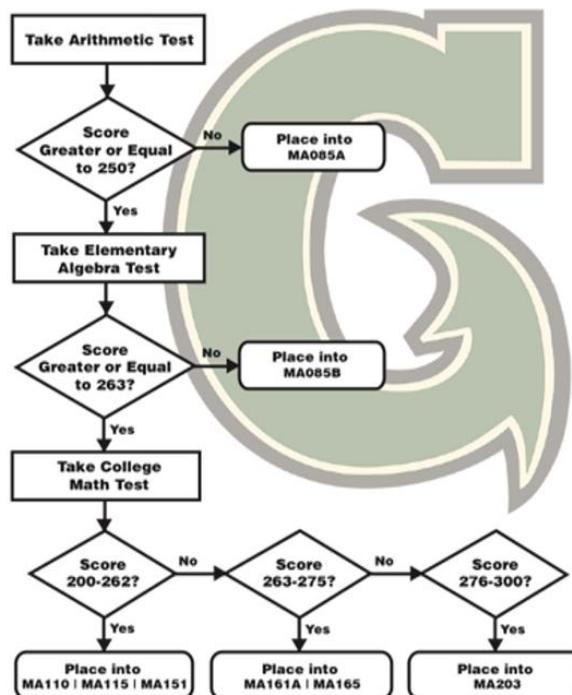
Math Advanced Placement for New Students

*Students who score a 1 or 2 on the Calculus BC exam but receive a 3 or above on the Calculus AB sub-score will earn 5 credits of MA203.

**Math Placement Test will be optional and automatic placement in the higher course. For scores 3 or above on the Statistics exam, students will be placed in MA161A/MA165 (unless they take the UOG Math Placement Test or the Calculus AB or Calculus BC exam and place higher).

For more information on your admissions status, transcript(s), or placement you may contact the following admissions staff.

UOG MATH ACCUPLACER TEST



Last Names Beginning with:	Staff	Contact Information
A-CK	Cynthia Borja	671-735-2214 cynborja@triton.uog.edu
CL-GT	Kellie Santos	671-735-2206 kmsantos@triton.uog.edu
GU-MN	Mylene Marasigan	671-735-2206 marasiganm@triton.uog.edu
MO-R	Virlene Calilung	671-735-2202 peraltav@triton.uog.edu
S-Z	Patty Aguon	671-735-2204 pcaguon@triton.uog.edu
International Students [Student visa (F1 Visa) or other types of visa holders]	Maria Caringal (A-L) Marissa Barcinas (M-Z)	671-735-2210/2211 caringalm@triton.uog.edu marissab@triton.uog.edu

Math Tutor Lab

Website: uogmathlab.org

Email: mathtutorlab@triton.uog.edu

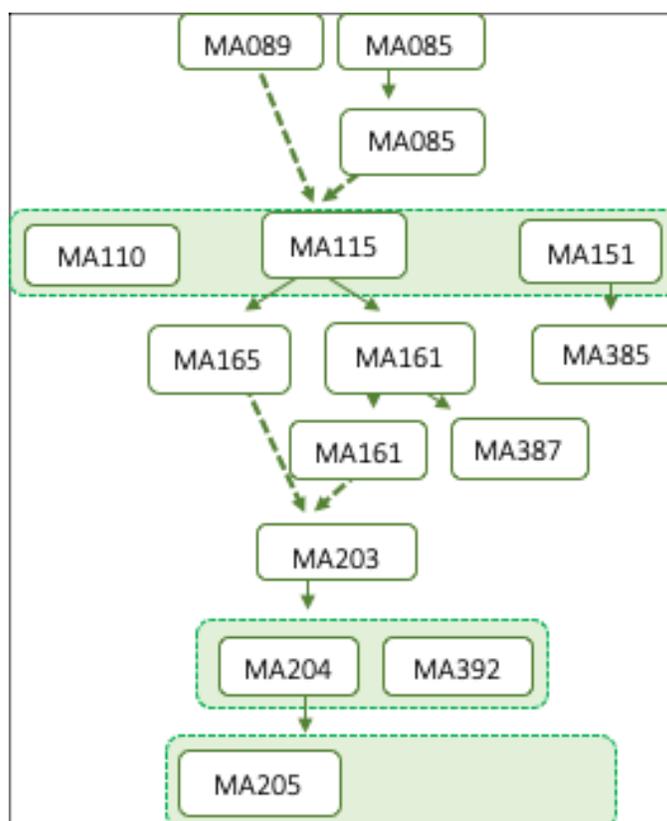
Office Number: 671-735-2072

Location: Agriculture and Life Sciences Room 230

The Math Tutor Lab is a free tutoring service available to MA085/089 students as well as to students enrolled in other UOG math courses. The Math Tutor Lab is provided by the Division of Mathematics and Computer Science within the College of Natural and Applied Sciences. Students are highly encouraged to book an appointment at uogmathlab.org. However, only students who are enrolled in MA085A/B or MA089 can make an appointment at the tutor lab. Other non-MA085/089 students may be tutored as a walk-in on a first come-first serve basis. Tutors are expected to assist one student at a time to ensure a successful appointment.

Please refer to the Math Tutor Lab website for current hours of operation and list of available tutors. For questions or concerns, please call the Math Tutor Lab at 735-2064 or email mathtutorlab@triton.uog.edu.

General Math Course Sequencing



What are Modern Languages?

Language is a learned, arbitrary system through which human beings communicate and interact in terms of their own culture. Language, therefore, is best seen as a communication system with vocal and written modes. Modern languages are those “living” languages currently used within a particular cultural or national group. These languages contrast to ancient or “dead” languages, which might well be studied but are no longer spoken within a culture. Examples of modern languages would be French, Spanish, and Japanese. Examples of dead languages would be Latin, ancient Greek, and Anglo-Saxon.

To study modern language is, therefore, to study the currently used verbal system of a particular group’s written and spoken communication. Spoken languages always reflect living, breathing culture, a culture that has traditions, politics, religion, and history. Consequently, the full appreciation and understanding of a language should involve the study of the language within the context of its cultural elements and linguistic structure.

Modern languages at the University of Guam

Modern languages are taught at the University of Guam as supplements to other programs. Thus, a student interested in Spanish History could take Spanish language courses to supplement his or her major in History. Likewise, a student interested in French philosophy might take a Philosophy major and add the study of French to his or her program. To understand another culture, it is important to know of that culture’s language. The Modern Languages programs at the University of Guam could potentially enable students to add to their studies in this valuable way.

Among the modern languages offered here are lower division courses in Chamorro (the indigenous language of Guam and the Mariana Islands), Chinese, French, Japanese (which is also offered as a major and minor in the Japanese Studies program), Spanish, and Tagalog (the primary language of the Philippines). After two semesters (eight hours), the student can expect to have a basic working knowledge of the chosen language. In four semesters, the student can expect to achieve proficiency in reading, speaking, and writing the language. Two semesters of the same language are required for graduation from the University of Guam.

Unique to language studies at the University of Guam is the Chamorro Language Competition, which is held during the University’s annual Charter Day. The participants come from middle and high school Chamorro classes and clubs from the Mariana Islands: Guam, Saipan, Rota, and Tinian. Competitions often involve Poetry recitals, Oratory Choral reading, Chanting, Song with dance, Dance with song, Dramatic cultural interpretation, and Language proficiency. At the end of the day, these competitions are followed by an awards ceremony.

International Students Notes to Advisors

1. TOEFL (Test of English as a Foreign Language)

Demonstrate English proficiency. Take [Test of English as a Foreign Language \(TOEFL\)](#) and [International English Language Testing System \(IELTS\)](#) tests and request for official scores to be sent directly to UOG's Office of Admissions & Records. Otherwise, enroll in and successfully complete the UOG [English Language Institute Program](#). International students who originally received an F visa for English language training and successfully completed the UOG English Language Training as certified by ELI are not required to take the TOEFL if they apply for change of educational level to degree-seeking. The following scores are required for UOG acceptance:

- a. TOEFL paper-based: 500
- b. TOEFL computer-based: 173
- c. TOEFL internet-based: 61
- d. IELTS: 5.5

Any prospective undergraduate student with a score of 500 will be allowed to come before the Admissions Committee. The Committee could admit the student under the condition that he/she enroll in the Intensive English Institute until a 500 on the TOEFL is achieved or a Level 8 is achieved. The student would be allowed to take one college course for credit, with the course to be selected by the University of Guam. (This is not allowed for graduate students.)

1. Academic Load for International Students.

International students must maintain full-time enrollment (12 credits or more) during the Fanuchånan (Aug.–Dec.) and Fañomnåkan (Jan.– May) semesters and must maintain satisfactory academic progress with a minimum cumulative GPA of 2.00.

Rules for International Students (From DHS Website)

Students and Employment

If you would like to study as a full-time student in the United States, you will need a student visa. There are two nonimmigrant visa categories for persons wishing to study in the United States. These visas are commonly known as the F and M visas. You may enter in the F-1 or M-1 visa category provided you meet the following criteria:

- You must be enrolled in an "academic" educational program, a language-training program, or a vocational program
- Your school must be approved by the Student and Exchange Visitors Program, Immigration & Customs Enforcement
- You must be enrolled as a full-time student at the institution

Section IV: Advising Special Groups | International Students

- You must be proficient in English or be enrolled in courses leading to English proficiency
- You must have sufficient funds available for self-support during the entire proposed course of study
- You must maintain a residence abroad which you have no intention of giving up.

RULES FOR INTERNATIONAL STUDENTS – Students and Employment

<p>F-1 Student Visa The F-1 Visa (Academic Student) allows you to enter the United States as a full-time student at an accredited college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or in a language training program. You must be enrolled in a program or course of study that culminates in a degree, diploma, or certificate, and your school must be authorized by the U.S. government to accept international students.</p> <p>M-1 Student Visa The M-1 visa (Vocational Student) category includes students in vocational or other nonacademic programs other than language training.</p>	<p>Employment F-1 students may not work off-campus during the first academic year but may accept on-campus employment subject to certain conditions and restrictions. After the first academic year, F-1 students may engage in three types of off-campus employment: Curricular Practical Training (CPT) Optional Practical Training (OPT) (pre-completion or post-completion) Science, Technology, Engineering, and Mathematics (STEM) Optional Practical Training Extension (OPT) M-1 students may engage in practical training only after they have completed their studies.</p>
<p>For both F-1 and M-1 students, any off-campus employment must be related to their area of study and must be authorized prior to starting any work by the Designated School Official (the person authorized to maintain the Student and Exchange Visitor Information System (SEVIS)) and USCIS. For more information on the Student and Exchange Visitors Program, visit Student & Exchange Visitor Program, Immigration & Customs Enforcement and Study in the States “Training Opportunities in the United States”</p> <p>Special Instructions If you are a B-1 or B-2 Visitor who wants to enroll in school, please see the "Special Instructions for B-1/B-2 Visitors" page.</p>	

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 its operations in the conduct of research, coursework, the management of the institution, and the relationships of UOG community members. All members of the community are expected to adhere to standards of behavior that exhibit regard and respect for one another. We are all responsible for treating 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, gender, national origin, color, religion, religious creed, age, disability, citizenship status, military service status, or any other status protected by law, and interpersonal behavior of a sexual or romantic nature. The University will scrupulously follow these policies and applicable federal and Guam law.

All members of the community have the right to have complaints investigated and managed in accordance with these policies. All members of the community have the right to due process in the management of these complaints. Retaliation is prohibited under these policies, federal and Guam law. Most importantly, all members of the community have a responsibility to read and understand these policies and apply them to their personal behavior. The great University of Guam requires each of us to understand our individual rights, to understand our responsibilities to one another, and to pursue truth and integrity.

BOR Resolution No.10-11, April 22, 2010 – Policy & Procedure for Students & Applicants with Disability

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 based on disability issues is prohibited.

The University offers reasonable accommodations for an otherwise qualified student, if the accommodation is reasonable, effective, and will not alter the fundamental aspect of a university program, nor will otherwise impose an undue hardship on the University, and/or there are no equivalent alternatives. Students are expected to make timely requests for accommodation. If appropriate, the University may choose to consult with such individuals at or outside the University to provide the expertise needed to evaluate the request for accommodation.

The Enrollment Management & Student Success Office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for Students and Applicants with a Disability.

The ADA Office can be contacted at the telephone number (671) 735-2244 or Telephone Device for the Deaf (TDD) number (671) 735-2243. Students who seek academic accommodations are expected to contact the coordinator well in advance of the commencement of courses and to provide the requested supporting information to the coordinator at least four weeks before classes begin. The ADA policy can be found on the University's [website](#). Students requesting for academic accommodations may contact the Disability Support Services office at (671) 735-2460/2505, disabilitysupport@triton.uog.edu, or through the [University's contact page](#).

It is inappropriate for anyone to ask a student if they have a disability. If it is obvious that the student has a disability, i.e. the use of a cane for navigation; or if within the conversation a student should mention they have a disability then the individual should refer the student to the Disability Support Services Office. Self-identification is the responsibility of the student when they reach 18 years or if they are legally under the care of their parent, then legal documents are required.

Section IV: Advising Special Groups | Equal Opportunity & Title IX Compliance Statements

Equal Opportunity:

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

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

Title IX:

The University of Guam does not discriminate on the basis of sex in the admission to or employment in its education programs or activities.

- 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 the outcome of the investigation.
- Be advised of the outcome of the investigation; and
- Be free from retaliation.

Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University's Title IX Coordinator, located at the EEO/ADA Office, Dorm II, Iya Hami Hall, Room 104, Tel. No. 735-2244, TTY: 735-2243; or to the Office of Civil Rights (OCR).

Section IV: Advising Special Groups | Designing Schedules for New Students (FR & Transfer)

Step One: All new freshmen must take the following courses:

- FY101
- Freshmen Composition

Tier 1	Tier 2
(1) FY101 (3) EN110 (3) MA110	(3) PY101 (3) AR101 (3) Language: 101
Score	Placement
ACT English 25 & Below SAT English 330 & below	EN110 Freshmen Composition
English Placement _____	EN110 Freshmen Composition
Math Placement 200-262	MA110 Basic Math

Step Two: To this base of required classes, add 4-9 additional hours. Only students with high entrance scores should take more than 15 hours during their first semester.

Additional core classes may be chosen from the following:

MA110 Basic Math OR Higher Math Course (3), EN110 Freshmen Composition (3) - depending on placement Major.

Sample of Typical Schedules

<p>Example One: Add foreign language for strong students in B.A programs. EN110 FY101 MA110 Language 101 TOTAL: 12 credits</p>	<p>Example Two: Add foreign language for strong students in B.A programs. EN110 AR101 MA110 Language 101 FY101 TOTAL: 15 credits</p>
<p>Example Three: Recommended only for students with strong entrance scores. EN110, PY101 MA110, BI101 FY101, BI101L TOTAL: 16 credits</p>	

Section IV: Advising Special Groups | Dual Enrollment or Transfer

NOTES:

- High School credit will NOT be given to students enrolled in MA085 courses at the University of Guam.
- *Interim equivalent course until the development and approval of a GDOE Pre-Calculus class.
- All Dual Enrollment courses successfully completed by GDOE students will be treated as honors courses, and grades received will be weighted.
- Articulation of courses will only be accepted by GDOE as GDOE courses. GDOE courses are not applicable to UOG.

Dual Enrollment Eligibility:

To be eligible for the Dual Enrollment Program, the student must:

- be in senior standing with a 3.0 GPA;
- complete Dual Enrollment form;
- submit a school recommendation certifying student's grade level;
- must place at least in EN110 or higher and MA110 or higher;

In the event that the student does not qualify for the Dual Enrollment program, there is one other option: the Advanced High School Program. This program requires EN109 placement and MA-085 placement. If eligible for this program, the student is required to pay the difference of \$29.00 for the \$49 application fee. The \$20.00 application fee only applies to those who qualify for the Dual Enrollment Program.

How to apply:

There are published deadlines to submit your applications for each specific semester. Applications are available online to download. You may also visit the Admissions and Records Office, located in the Field House, to pick up one. Before submitting your applications, you must pay a non-refundable application fee of \$20.00 at the Cashier (Business Office).

Advanced High School Program (Board of Regents Resolution No. 09-14)

Dual Enrollment Program is an agreement between the Guam Department of Education and the University of Guam that provides the opportunity for high school students to earn dual high school and college credits. This is to prepare Guam Department of Education (GDOE) students to better meet the requirements for college success. The University of Guam is chartered to provide college education to those who meet the requirements to apply and for those high school students within one year of high school graduation.

Guam Department of Education	University of Guam
LA410 DEU Advanced Placement English –Dual Enrollment UOG	EN109 Introduction to College Composition *This is ONLY applicable to Advance High School Program*
LA411 DEU Advanced Placement Language & Composition - Dual Enrollment UOG	EN110 Freshman Composition
MA301 DEU Trigonometry & Analytical Geometry-Dual Enrollment UOG	MA110 Finite Mathematics
MA412 DEU Advanced Placement Statistics-Dual Enrollment UOG	MA151 Statistics
MA401 DEU*	MA161A/B or MA165 College Algebra & Trigonometry or Pre-Calculus

Section IV: Advising Special Groups | Core Undergraduate Requirements for Math & English

The University of Guam recognizes the high scholastic achievement of students who successfully complete the Advanced Placement Program of the College Board Exam while in secondary school. **Requests for AP credit must be made to the Registrar upon admission to the university.**

Scores of 3, 4, or 5 on other AP exams, but with no recommended course subject, may be accepted for advanced placement and/or credit after negotiation, review, and recommendation with faculty of the relevant disciplines. No AP credit will be considered for qualifying scores in biology, chemistry, or physics unless the AP class included at least three hours of laboratory per week.

The English Program also accepts the results of the College Level Examination Program (CLEP) Tests.

Interpretation and Application of AP Credits for English and Math:

ENGLISH			MATH		
AP Score	Credit Awarded	Remaining Requirement	AP Score	Credit Awarded	Remaining Requirement
English Language & Composition			AP Calculus AB		
3	EN110	EN111	3-5	5 Credits of MA203	
4	EN110 & EN111	EN210			
5	EN110 & EN111	EN210			
English Literature & Composition			AP Calculus BC		
4	EN210		3	5 Credits of MA-203	
5	EN210		4-5	5 Credits of MA-203 and MA-204	
Foreign Language					
			AP Statistics		
			3-5	3 Credits of MA151	
Social Studies					

Section IV: Advising Special Groups | Core Undergraduate Requirements for Math & English

Major	Math	English
College of Liberal Arts & Social Sciences (CLASS)		
BA Anthropology	T1: MA110 T2: MA115, MA151	T1: EN110/EN111 T2: EN110
BA Chamoru Studies	T1: MA110	T1: EN110/EN111 T2: EN333/EN461
BA in Communication	T1: MA110	T1: EN110/EN111
BA in English	T1: MA110	T1: EN110/EN111 T2: EN210/EN213/EN314/EN 318
BA in Fine Arts	T1: MA110	T1: EN110/EN111 T2: EN210/EN311/EN450
BA in History	T1: MA110	T1: EN110/EN111
BA in Psychology	T1: MA110 T2: MA385/MA387/L	T1: EN110/EN111
BA in Sociology	T1: MA110 T2: MA385 or MA387/L	T1: EN110/EN111
College of Natural & Applied Sciences (CNAS)		
BS in Agriculture and Life Sciences	T1: MA110 T2: MA115 or MA387/L/ MA161a or MA165	T1: EN110/EN111
BS in Biology	T1: MA110 T2: MA115 or MA387/L/ MA161a/b or MA165 or MA203	T1: EN110/EN111
BS in Chemistry	T1: MA110 T2: MA115 or MA387/L/ MA161a/b or MA165 or MA203	T1: EN110/EN111
BS in Computer Science	T1: MA110 T2: MA151*/MA203/MA204/MA341/ MA351/MA375	T1: EN110/EN111
BS in Mathematics	T1: MA110 T2: MA115/MA151/MA203/MA204/M A205/MA302/MA341/MA411/MA4 21/MA422/MA301 or MA361 or MA375	T1: EN110/EN111
School of Engineering (SENG)		
Civil Engineering	T1: MA110 Required Content Area: MA203/MA204/MA205	T1: EN110/EN111

Section IV: Advising Special Groups | Core Undergraduate Requirements for Math & English

School of Education (SOE)		
BA in Secondary Education	T1: MA110 T2: MA115 Math Emphasis Required Courses: MA203/MA204/MA205/MA302.MA 341.MA351/MA385/MA411/MA421 Physical Education/School Health (Grade 6-12) Emphasis: MA151	T1: EN110/EN111
School of Business & Public Administration (SBPA)		
BA of Business Administration	T1: MA110 T2: MA115/MA161ab/MA165	T1: EN110/EN111
BA of Business Administration in Accounting	T1: MA110 T2: MA115/MA161ab/MA165	T1: EN110/EN111
BS in Criminal Justice	T1: MA110	T1: EN110/EN111
BS in Public Administration	T1: MA110	T1: EN110/EN111 T2: EN210
Margaret Perez-Hattori-Uchima School of Health (SOH)		
BS in Health Science	T1: MA110 T2: MA151** Courses count for both General Education and Required Support Courses. Core Requirement: MA161A/MA387/L	T1: EN110/EN111
BS in Nursing	T1: MA110 T2: MA151 * * Courses count for both General Education and Required Support Courses.	T1: EN110/EN111
BS Social Work	T1: MA110 T2: MA151	T1: EN110/EN111

Section IV: Advising Special Groups | Advising Students on Academic Probation

If, at the end of any given semester, a student fails to maintain a minimum cumulative GPA of 2.000, he or she will be placed on academic probation.

Academic Probation Minimum GPA	
GPA Required	Conditions
Min. cumulative GPA 2.000	Continue to next semester
Failure to attain a GPA 2.000	Academic Suspension

SAMPLE ONLY

At the end of the Spring semester, the Retention Committee reviews all students on academic probation. A student who has been authorized to continue probation will receive a letter and contract from this Committee. The student's Advance Class Selection schedule will be modified, if necessary, to bring it into compliance with the Retention Committee's specific requirements for that student.

- Probation students who wish to make further schedule revisions at registration must meet with the Director of Academic Services before meeting with an advisor.
- Students not pre-registered will need to create a schedule following the probation limits as stated in their letter and contract.
- Students wishing to enroll in courses or hour limits other than instructed must file a Petition for Exception to Academic Policy with their Dean.
- Course load must be limited to 12 - 14 CREDIT HOURS for the semester.
- Encourage students to REPEAT ALL FAILED COURSES as early as possible and those classes specifically noted. Successfully repeating failed classes raises the cumulative GPA faster than adding new classes.
- Do a mid-semester follow-up for advisees on probation to check on progress and offer support.

Adapted from Advising Handbook, Lee University.

Section IV: Advising Special Groups | Advising Undeclared Students

Freshmen will usually arrive at the University of Guam either with an absolute, carved-in-stone idea about their major or with no idea at all. Those who know what they want to do often change their minds after one or two semesters, and they may become frustrated by this and by their indecision.

Those who come in as Undeclared or Exploratory (referred to as “Liberal Arts” majors) may think they’re the only ones in that situation. Make sure they know it’s OK to be undecided for a while, and make sure they are made aware of career and major exploration opportunities available through the Center for Calling & UNDECLARED Students (see next page for more information), as well as the availability of Strengths Vocational Advisors in the Center. Also, encourage them to visit departments that they might be interested in to get more information about majors and careers and to attend the Majors Fair held during the fall semester each year.

UNDECLARED Students

- You may want to ask some of the following questions:
- What kinds of courses did you like best in high school?
- Which courses were easy or difficult for you?
- What kinds of work experience have you had/enjoyed?
- Which courses at Lee have been the most interesting for you so far?
- In which courses have you done best? • What kinds of extracurricular activities do you enjoy?
- Do you like working with people? Alone? In an office setting? Outdoors? Routine work? A variety of different tasks, etc.?
- How important is a high salary? How important is the value of your work?

Suggestions:

- Use electives to explore possible interest areas.
- Talk with people in careers that seem interesting to you.
- Talk with professors/advisors in departments that seem interesting to you.
- Talk with people who seem to enjoy what they’re doing.
- Talk with parents and friends.
- Use the services of the Center for Calling & Career.
- Keep your options open by working as hard as possible to earn the best grade point average. Many schools/colleges within Lee have minimum GPA requirements.

Adapted from Advising Handbook, The University of Georgia

GENERAL EDUCATION REQUIREMENTS - [Student Advisement Sheet / Self-Service Login](#)

General Education at the University of Guam provides a framework that guides students through acquiring foundational knowledge leading to higher-order intellectual skills and in-depth study in a major degree program. Throughout this process, General Education is committed to a well-rounded, student-centered educational experience incorporating indigenous, local, regional, and global knowledge.

Students who plan to complete a baccalaureate degree at the University of Guam are required to complete the General Education program described in the Catalog. The General Education program emphasizes the common need for learning experiences, including an understanding of the fundamentals of major fields of knowledge. It provides opportunities for the individual majors and colleges to include, within the specific career programs they offer, further relevant General Educational experiences. Please contact an academic advisor in the college/school of your interest.

A THREE-TIERED STRUCTURE

After extensive reviews and discussion, the UOG Faculty Senate General Education Review Committee (GERC) developed a three-tiered framework to the General Education curriculum.

Tier I - Core Foundation

Provides a foundation of the five WASC core competencies.

Tier II - Breadth through Diversity and Direction

Provides the breadth needed for successful and healthy living as well as direction toward and into a major.

Tier III - Capstone Experience

Fosters mastery of the core competencies embedded within program objectives enhanced by the values of modern academia (creativity, innovation, diversity, ethical and civic responsibility, and civic engagement).

The three tiers work together to meet the aspirations of academia while fulfilling the mission of the University of Guam and satisfying WASC expectations.

Tier I: Core Foundation

[15 credit hours required](#) | Minimum grade of "C"
| Complete within first three semesters.

Tier II: Breadth Through Diversity & Direction

[32-34 credit hours required](#)

- Diversity Foundation (16 credit hours)
 - Science & Math (3-4 credit hours)
 - Human Sciences (3-4 credit hours)
 - Creative & Expressive Arts (3 credit hours)
 - Human Systems & Organizations (3 credit hours)
 - Cultural Perspectives (3 credit hours)
- Uniquely UOG (UU) (7 credit hours)
 - Psychology
 - Mathematics

Tier III: Capstone Experience

[0 credits in General Education](#) (course within

NOTES ON GENERAL EDUCATION COURSES

Some of the General Education courses have prerequisites.

No one course may satisfy more than one General Education requirement.

Students are advised to check the requirements for their major before taking General Education courses.

The program faculty shall determine whether any course taken to satisfy General Education requirements may also count toward fulfillment of major and/or minor requirements. Even though one course may be allowed to satisfy both General Education and major/minor requirements, the number of credit hours will only be counted once. For further information, please contact an academic advisor. Students must satisfy each tier within General Education.

Office of Information Technology

Office Hours: Monday – Friday | 8:00 am – 10 pm; Closed on weekends and holidays.

Computer Lab Hours: Monday – Friday | 8:00 am – 7:00 pm; Closed on weekends and holidays.

E-mail: helpdesk@triton.uog.edu

Phone: 671-735-2640/30

Network Support

E-mail: uognoc@triton.uog.edu

Phone: 671-969-2205

Moodle Help/TADEO: Monday – Friday | 8:00 am – 5:00 pm; Closed on weekends and holidays.

E-mail: moodlehelp@triton.uog.edu

Phone: 671-735-2620/21

Trainings are offered to students through the Office of Information Technology on Communication Hubs, Microsoft Office 365: E-mail, OneDrive, and Teams, and Networking at Home. Trainings can be booked by sending a request through [Helpdesk](#) or at helpdesk@triton.uog.edu.

Student IT Services | [Help Center](#)

All Triton students receive IT access when their enrollment is certified. This access includes their Triton ID, which grants access to Office 365 GoTritons Student Email, WebAdvisor, Triton Portal, and Financial Aid Self-Service. All official University of Guam correspondence is sent to a Student's official email address. Students are advised to check these accounts often to stay up to date with the university's latest news and important announcements.



[Eduroam](#), [GoTritons E-mail](#), [Self-Service](#), [CollegeNET](#), [Moodle](#)

Student Software

To support student academic success, the University of Guam Office of Information Technology provide Tritons the following productivity licensed software. Click the options below for more information.



[Microsoft Office](#), [ArcGIS](#), [SPSS](#)

<p>To change your major, complete the form. Obtain signature of former major/minor advisor for signature. Obtain signature of new major/minor advisor. Submit completed form to Office of Admissions & Records for processing.</p>	<p>CHANGE OF MAJOR REQUEST FORM</p>
<p>To declare your major, complete the form. Note: For catalog year: **Continuing students who enter as undeclared, may choose in catalog in force at the time of initial admissions to UOG is the one in force at the time they declare a major. **Returning students (who have missed two consecutive semesters or more) may choose the catalog in force at the time of re-entry to the UOG or the one in force at the time, they declare their major.</p> <ul style="list-style-type: none"> • Obtain signature of new academic advisor for the major. • Submit completed form to the Office of Admissions & Records for processing. 	<p>DECLARE A MAJOR FORM</p>
<p>A student who has earned less than 60 credits and is making satisfactory progress may carry an overload up to a total of 19-21 credits provided he/she has submitted the Request for Class Overload form approved by his/her academic advisor. A student who has completed 60 credits or more and is making satisfactory progress may carry an overload up to a total of 22-24 credits provided he/she has submitted the Request for Class Overload form approved by his/her academic advisor, and the Dean of the student's college/school.</p>	<p>REQUEST FOR COURSE OVERLOAD</p>
<ul style="list-style-type: none"> • Complete the form. • Check reason(s) for request. • Obtain signature of Course Instructor. • Obtain signature of the Dean or Dept. Chair. • Submit completed to the Office of Admissions & Records. <p>Note: If you decide not to attend class(es) and do not officially withdraw from class(es), you are liable for tuition and fees and will be billed accordingly and will receive an Unofficial Withdrawal (UW) grade, which will affect your GPA.</p>	<p>REQUEST FOR ENTRY TO A CLOSED CLASS</p>
<p>Complete the form. Explain reasons you want to retake the course after the first two attempts. State how you shall resolve and overcome difficulties that led you to attempt the course a third or subsequent time. Obtain approval and signature of Academic Advisor. Obtain approval and signature of the Dean of College offering Course.</p>	<p>REQUEST TO RETAKE A COURSE</p>

Section VIII: Academic Information

Student Status, Grad w/ Honors, Grades

STUDENT STATUS:	
Class Level	Credit Hours
Freshmen	1 – 30 (inclusive)
Sophomore	31 – 60 (inclusive)
Junior	61 – 90 (inclusive)
Senior	91+

Graduation with Honors	
	GPA
Summa Cum Laude	3.900 or higher CUM GPA
Magna Cum Laude	3.700 to 3.899 CUM GPA
Cum Laude	3.500 to 3.699 CUM GPA

GRADES:

Letter Grade	Grade Point Value	% Grade	Definition
A+	4.00	98 – 100%	Outstanding Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93 – 97%	
A-	3.67	90 – 92%	
B+	3.33	87 – 89%	Good Solid accomplishment, indicating substantial mastery or course materials and a good command of skills required by the course.
B	3.00	83 – 86%	
B-	2.67	80 – 82%	
C+	2.33	77 – 79%	Adequate Students have achieved the level of competency needed for advancing to a subsequent course that has this course as a prerequisite.
C	2.00	70 – 76%	
D	1.00	60 – 69%	
F	0.00	<60%	Failure Inadequate to receive credits.
P			Pass
I			Incomplete
NC			No Credit

GRADE CHANGES FROM INCOMPLETE

Letter Grades of "I"

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 by the instructor and the Dean. The appropriate incomplete form must be completed and signed by the Dean before the incomplete can be assigned to the student. The Incomplete Grade Authorization form remains on file in the Dean's Office. To receive credit for an undergraduate course marked "I," the student must satisfactorily complete the unfinished work by the last day of classes of the following regular semester after the incomplete grade was issued. The faculty will issue a grade following normal timelines.

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 their record. No requests for time extension will be accepted.

Exceptions to the Incomplete policy include: 1) For those courses that do not use the "F" grade, the equivalent non-credit grade will be assigned, and 2) All grades of Incomplete must be resolved prior to certification for graduation. If a student who is applying for graduation has an unresolved Incomplete at the time that the registrar certifies their eligibility for graduation, the "I" will be changed to an "F" or equivalent non-credit grade and used in the final GPA calculation.

OTHER GRADE CHANGES

Grade change requests or appeals on the basis of additional academic course work submitted after the official issuance to the Registrar of a grade for the course will not be considered. No grades other than the "I" will be changed on the student's permanent record except under the specific conditions listed below, where errors of a technical or clerical nature, problems with the instructor's grading, or problems in the recording of administrative symbols such as "UW" have occurred:

When certified by the instructor and by the registrar as a technical or clerical error; or

When the decision reached through the completed grievance process as outlined in the "Procedure for Solution of Problems of Student Academic Rights in the Student Handbook" specifies that the grade is to be changed (this grievance procedure is to be used in problems between the student and the instructor concerning grading); or

When an appeal for a grade change because of problems related to the recording of administrative symbols that are not actually grades, such as "UW," in the Office of Admissions & Records is approved by the senior vice president of academic and student affairs (the appeals procedure is used in these situations).

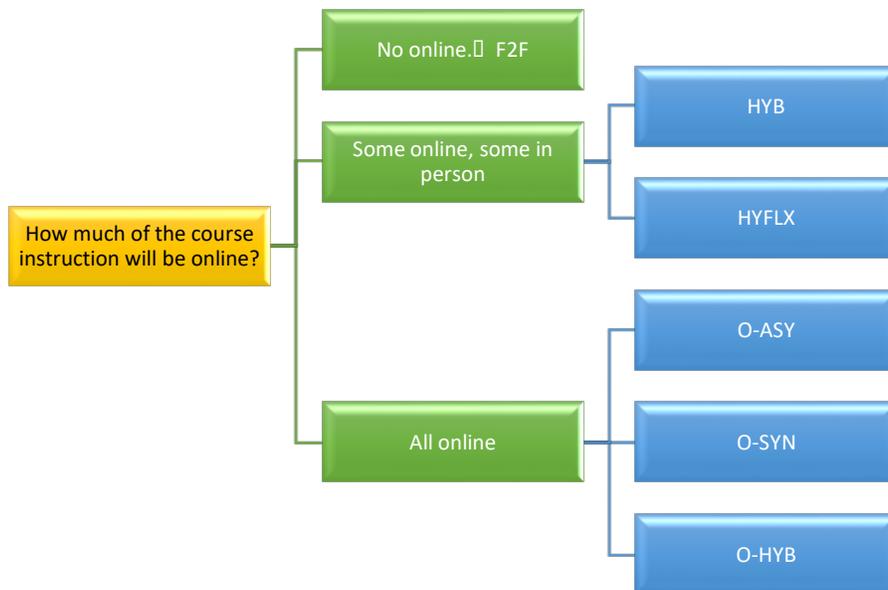
The official action specifying a grade change under the three conditions stated above must be submitted in writing to the Registrar who will complete the necessary revisions on the permanent record card.

MODES OF INSTRUCTION

Scheduling Flow chart

Q: How much of the course instruction will take place online?

- F2F
- HYB
- HYFLX
- O-ASY O-SYN O-HYB



Face to face (F2F): A class designated F2F meets on campus during scheduled class days and times.

Hybrid (HYB): A HYB class will have both online classes and face-to-face classes. Example: A class may be scheduled MW 9:30 and meet on campus on Mondays at 9:30am and connect asynchronously on Wednesdays on Moodle. The online classes may be a combination of synchronous and asynchronous delivery.

Hyflex (HYFLX): A Hybrid-Flexible class is designed for students to have the option of attending class in person (F2F) or remotely at the scheduled, synchronous course time (O-SYN).

Online Asynchronous (O-ASY): An O-ASY class is a fully online class where students are not required to log into Moodle at a specified time or attend any live class lectures. Weekly or bi-weekly coursework deadlines are determined by the instructor and submitted to the Moodle classroom.

Online Synchronous (O-SYN): An O-SYN class requires students to attend and participate in live lectures and class discussions through MS Teams, BigBlueButton, Zoom, or another live video conferencing tool linked in the Moodle classroom.

Online Hybrid (O-HYB): An O-HYB class has both asynchronous and synchronous components. Example: A class may be scheduled MW and be structured asynchronously on Mondays and meet synchronously on Wednesdays at 9:30am through MS Teams linked in the Moodle classroom.

Section IX: Procedures for Applications & Approval

TYPE OF FORM	SUBMIT TO
Application for Academic Renewal	Admissions & Records
Application for Certificate Completion	
Application for Enrollment as an Auditor	
Application for Degree-Undergraduate (UG)	
Certification Request Form	
Change of Address Request Form	
Change of Major Request Form	
Change of Name Request Form	
Course Registration Form	
Course Substitution Request Form	
Credit by Exam Request Form	
Declare a Major Form	
Diploma Replacement Request Form	
Evaluation of Records Request Form	
Instructor Consent Request Form	
Petition for Course Withdrawal Form	
Prevent Disclosure of Information Request Form	
Re-Entry Request Form	
Release of Information and Signature	
Request for Alternative Grade	
Request for Course Overload	
Request for Course Overload (GR)	
Request for Entry to a Closed Class	
Request to Retake a Course	
Request to Pursue 2nd BA Form	
Request to Waive GE with AA Degree	
Senior Citizen Program Info Sheet	
Student Appeal Request Form	
Transcript Request Form	
Voluntary Course Withdrawal Request Form	
Self-Service Instructions	University of Guam; OIT
ADA Accommodations Survey Form	University of Guam, EEO/ADA Title IX
ADA Intake Form (New Student Packet)	
ADA Intake Form (Returning Student Packet)	
EEO Policy	

UNDERGRADUATE DEGREE PROGRAMS AND CODES EFFECTIVE WITH PUBLICATION OF 2021-2022 UNIVERSITY CATALOG

BACHELOR OF ARTS		
Degree	Field of Study	Code
BA	Anthropology	ANTHR BA
BA	CHamoru Studies <ul style="list-style-type: none"> • CHamoru Studies • CHamoru Studies for Education 	
BA	Communication & Media <ul style="list-style-type: none"> • Communication Studies • Public Relations • Digital Cinema, Media & Journalism 	CMBA
BA	Education – Elementary <ul style="list-style-type: none"> • Early Childhood Education • English as a Second Language • Special Education 	ED.BA
BA	Education – Secondary Option B: Subject Major Option B: One Teaching Area of Specialty <ul style="list-style-type: none"> • Math • General Science • Physical Ed./School Health • Fine Arts • Modern Language • Career & Technical Education Additional Specializations: <ul style="list-style-type: none"> • English as a Second Language • Special Education 	EDS.BA
BA	English <ul style="list-style-type: none"> • Literature • Linguistics/ESL • English for Education 	EN.BA <ul style="list-style-type: none"> • Lit • LESL • ENE
BA	Fine Arts <ul style="list-style-type: none"> • Art • Music • Theatre 	<ul style="list-style-type: none"> • AR • MU • TH
BA	History <ul style="list-style-type: none"> • History • History for Education 	<ul style="list-style-type: none"> • HI.BA • HIED
BA	Philosophy <ul style="list-style-type: none"> • Political Science • Government for Education 	PI.BA <ul style="list-style-type: none"> • PS • GE
BA	Psychology	PY.BA

BA	Sociology <ul style="list-style-type: none"> Gender & Family Studies Social Problems Studies Development Studies 	SO.BA <ul style="list-style-type: none"> GFS SPS DS
BA	Bachelor of Business Administration <ul style="list-style-type: none"> Accounting Business Administration 	BBA.BA <ul style="list-style-type: none"> Acct. BA
BACHELOR OF SCIENCE		
BS	Agriculture of Science <ul style="list-style-type: none"> Agriculture & Natural Resource Science Tropical Agriculture Production Human Nutrition & Food Sciences Child & Family Life Sciences 	ASBS
BS	Biology <ul style="list-style-type: none"> Integrative Biology Bio-medical Applied Biology 	BLBS
BS	Chemistry <ul style="list-style-type: none"> Pre-Pharmacy Chemistry-Biology Dual Degree Chemistry Teaching Emphasis 	CH. BS
BS	Civil Engineering	CE. BS
BS	Computer Science	
BS	Criminal Justice	CJ. BS
BS	Health Science <ul style="list-style-type: none"> Pre-Physical Chemistry-Biology Dual Degree Chemistry Teaching Emphasis 	HS. BS
BS	Mathematics	MA. BS
BS	Nursing <ul style="list-style-type: none"> Generic BSN Second-Step BSM (Graduates of Diploma or Association Degree Programs) 	N. BS
BS	Public Administration	PA. BS
BS	Social Work	SW. BS
MINORS		
MNR	Agriculture <ul style="list-style-type: none"> Crop & Environmental Protection Science 	AL. MNR
MNR	Anthropology	ANTHR. MNR
MNR	Biology	BIO. MNR
MNR	CHamoru Studies	CS. MNR
MNR	Chemistry	CH. MNR
MNR	Communication & Media	MC. MNR
MNR	Computer Science	CS. MNR
MNR	English	EN. MNR

Section X: Undergraduate Degree Programs

	<ul style="list-style-type: none"> English Writing 	EN W
MNR	Fine Arts <ul style="list-style-type: none"> Art Music Theatre 	FA. MNR AR MU TH
MNR	Geography	GE. MNR
MNR	Health Services Administration	HSA. MNR
MNR	History	HI. MNR
MNR	Japanese Language	JL. MNR
MNR	Library Science	LS. MNR
MNR	Mathematics	MA. MNR
MNR	Military Science (Reserve Officers' Training Corps)	MS. MRN
MRN	Philosophy <ul style="list-style-type: none"> Philosophy Ethics 	PS. MNR
MNR	Political Science	PS. MNR
MNR	Psychology	PY. MNR
MNR	Public Administration	PA. MNR
MNR	Sociology	SO. MNR
MNR	Women & Gender Studies	WG. MNR
CERTIFICATIONS		
Cert.	CHamoru Studies	CS. Cert
Cert.	Ethics	E. Cert
Cert.	Health Services Administration	HSA Cert
Cert.	Library Science	LS Cert
Cert.	Women & Gender Studies	WG Cert

Students are ready to register for courses when they have completed the following steps:

NEW STUDENTS/TRANSFER STUDENTS

1. Submit your admissions application (online)
2. Submit official high school and/or college transcripts directly from the issuing institution.
3. Submit health requirements (PPD and MMR #1&2 shot records). PPD skin test result must be updated within 6 months prior to intended start term and the Medical History Form.
4. Provide proof of residency. (Refer to Residency Policy CY 2021-2022)
5. Complete the (online) Sexual Misconduct Training.
6. Take UOG's English Preparedness Test and Math Placement Test
 - a. NEW FRESHMAN: Students are required to take the English Preparedness Test and Math Placement Test
 - b. TRANSFER STUDENTS: Must provide at least an unofficial copy of college transcript indicating English and/or Math course(s) for placement purposes. For those students who have not earned a college-level English and/or Math course is required to take the English Preparedness Test and Math Placement Test
7. Meet with your Academic Advisor.

You will need your UOG student ID number (unique identification number assigned to you upon receipt of your application) and your login credentials to the following:

- GoTritons student email account. <http://mail.uog.edu/>
- Moodle account <https://moodle.uog.edu>
- Self-service account <https://selfservice1.uog.edu/>

To easily access these accounts, locate the yellow "LOGIN" box at the top, right corner of the UOG website: www.uog.edu.

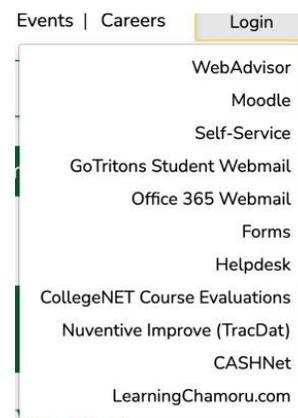


RETURNING STUDENTS

- If you are a former student (students who have missed one semester or more of classes at UOG) and would like to return and continue your degree program, **DO NOT APPLY ONLINE.** Instead, fill out the [application for re-entry](#).
- Make sure to read **page 2** of the form former student admission requirements. Submit your completed form to the Admissions and Records Office, located at the Field House. **Meet with your Academic Advisor.**

NON-DEGREE STUDENTS

- Submit admissions application.
- Submit health requirements (PPD and MMR #1&2 shot records). PPD skin test result must be updated within 6 months prior to intended start term and the Medical History Form.
- Submit documents to Admissions and Records Office for processing. You may register for courses on the designated date. Photo ID is required for all registration transactions. Please contact our office for more information.



CLEAR REGISTRATION HOLDS

If you have any registration holds on your account, that information will appear on the View Holds page or Registration Eligibility page of Self-Service. The appropriate academic or administrative office must clear all holds online before you can register.

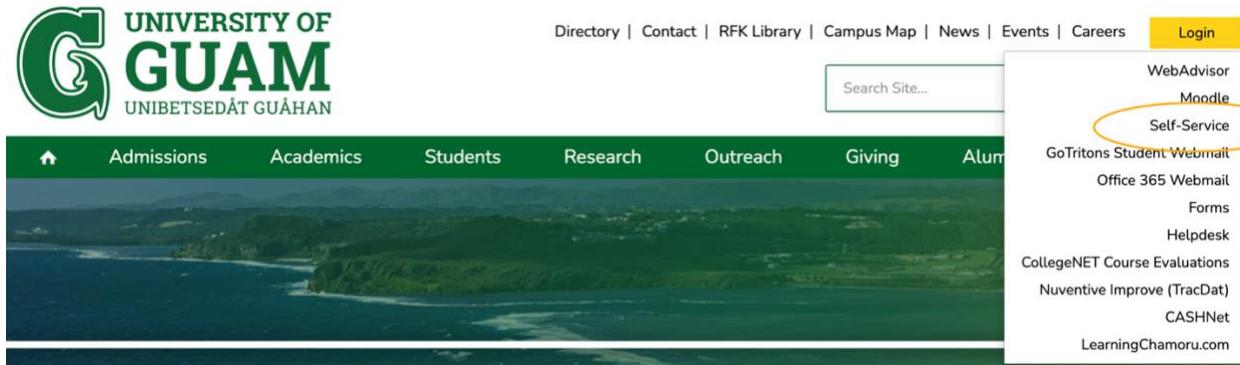
Section XI: Registration | Self-Service: How to Register

Self-service includes modules that allow students access to their personal and academic information. Students can plan and register for classes, view class schedules (Student Planning), pay fees and view their financial information (Student Finance), and view grades and transcripts (Grades) and download various tax forms (Tax Information). Self-Service also displays important notifications to students, such as holds/restrictions on their account. Contact OIT at 671-735-2630/40 or helpdesk@triton.uog.edu.

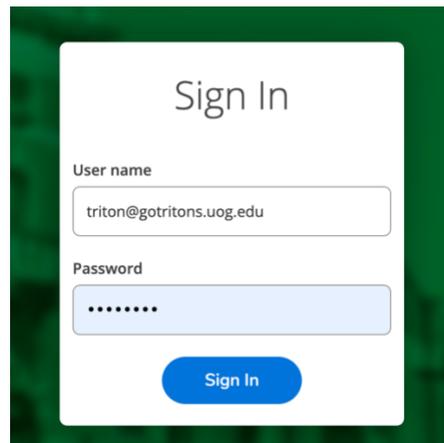
[Link to "How to Register for Classes" video](#)

HOW TO REGISTER USING UOG SELF-SERVICE:

STEP 1: Access the self-service link. Go to www.uog.edu and click on the yellow login button found on the upper right corner of the home page, or type "selfservice.uog.edu" on the URL.

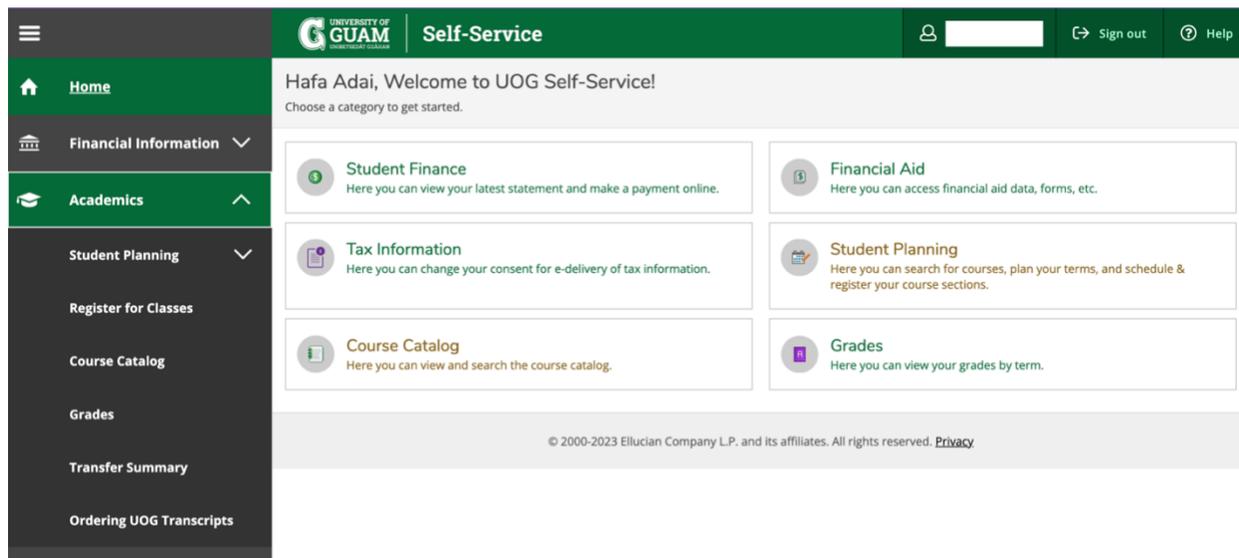


STEP 2: Sign in by entering your username and password.



The screenshot shows a 'Sign In' form. It has a title 'Sign In' at the top. Below it are two input fields: 'User name' with the text 'triton@gotritons.uog.edu' and 'Password' with a masked field of seven dots. At the bottom is a blue 'Sign In' button.

STEP 3: Click on the graduation cap icon (academics) found on the side tab.

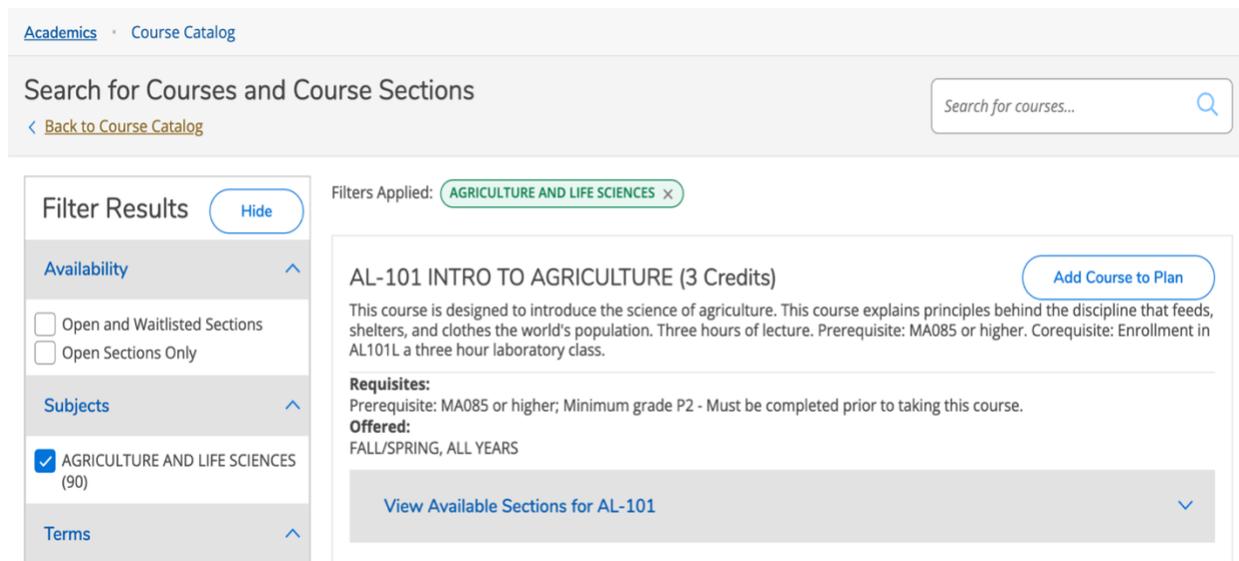


The screenshot shows the 'Self-Service' portal. The left sidebar has 'Academics' selected. The main area displays a welcome message and six service tiles: Student Finance, Financial Aid, Tax Information, Student Planning, Course Catalog, and Grades. The 'Course Catalog' tile is highlighted in orange.

STEP 4: Click on “course catalog” and click on “subject search” to look for subjects or click on “advanced search” if you know already what subject you wish to register for.

Enter the term, course subject, and course number. Then click the blue “search” button. Please note you can add multiple subjects by clicking “add more.”

STEP 5: Click “view available sections” and scroll down for options. The section that you see will allow you to see how many seats are available, days and times the class is held, location of the class and instructor. Once you find a section that works for your schedule, click “add section to schedule” button.



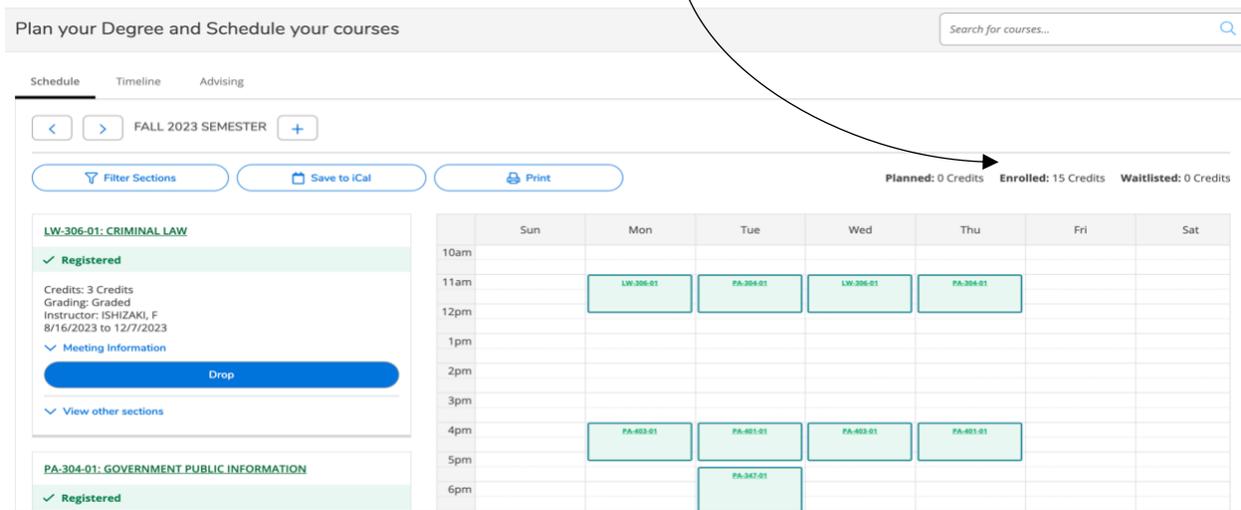
The screenshot shows the 'Course Catalog' search results. The search criteria is 'AGRICULTURE AND LIFE SCIENCES'. The results show a card for 'AL-101 INTRO TO AGRICULTURE (3 Credits)' with an 'Add Course to Plan' button and a 'View Available Sections for AL-101' link.

Section XI: Registration | Self-Service: How to Register

STEP 6: Confirm you have the correct section selected by reviewing the section details, then click “add section” once again. Once all of your class sections are selected click on “academics,” student planning,” and finally “plan & schedule.”



STEP 7: Confirm you are in the correct semester. Then click “register now” to register for classes you selected. You can verify by looking at “planned credits” turned “0” and “enrolled” credits turned into the number of credits you just registered in.

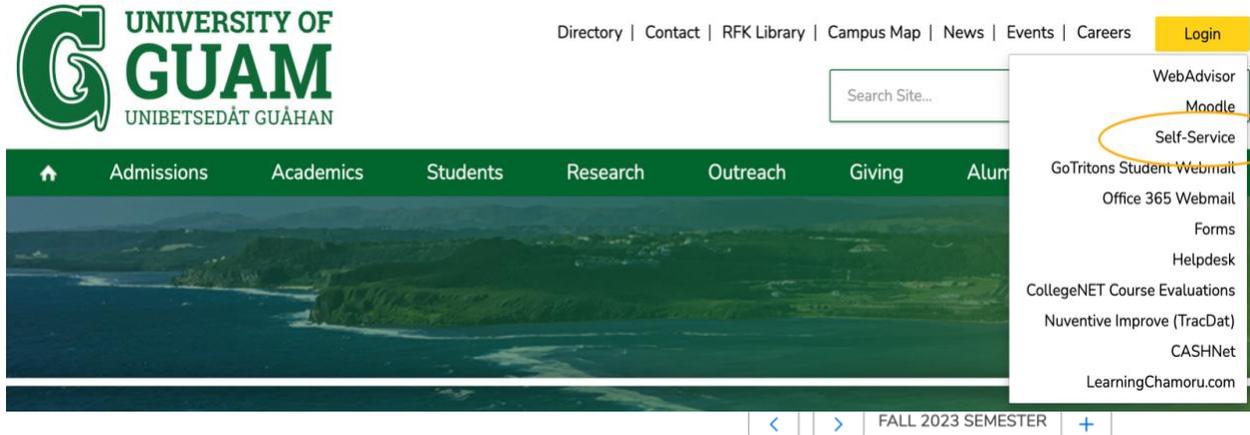


STEP 8: Before printing your schedule confirm that you see “registered” or “registered, not started” beside the classes that you wanted. If you see a course, you want but it says “planned” you need to go back to the “plan and schedule” screen and click register for the class. If you see a class but do not want to take it go to the “plan & schedule” screen to delete the class from your plan. Once all classes have ‘registered” or “registered, but not started” you can print your official schedule. Click the “print” button to print your schedule.

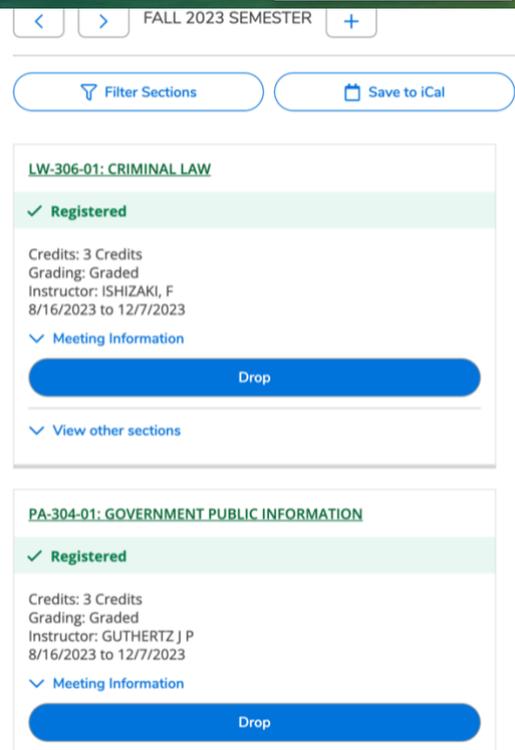
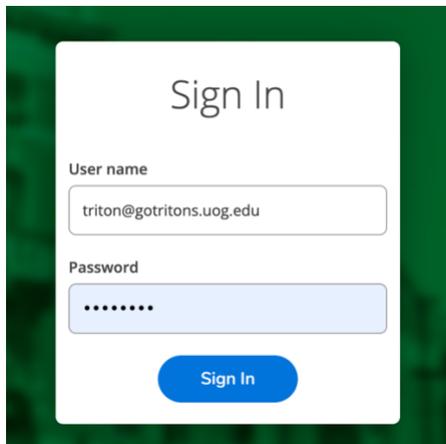
[Link to "How to Drop Classes" video](#)

HOW TO DROP A COURSE USING SELF-SERVICE

STEP 1: Access the self-service link. Go to www.uog.edu and click on the yellow login button found on the upper right corner of the home page, or type selfservice.uog.edu on the URL.



STEP 2: Sign in by entering your username and password.



STEP 3: Click on student planning.

STEP 4: Click on **plan & schedule**.

STEP 5: Find the class you want to drop and click the **drop** button.