



**UNIVERSITY OF GUAM
UNIBETSEDĀT GUÅHAN
Board of Regents**

Resolution No. 23-16

RELATIVE TO APPROVING THE DOCTOR OF EDUCATION (EdD) IN INSTRUCTIONAL AND ACADEMIC LEADERSHIP

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

WHEREAS, the Board of Regents (BOR) is incorporated to approve academic programs as one of its powers to be duly exercised;

WHEREAS, UOG's Para Hulo' strategic plan initiative one (1) seeks to be Recognized as a Research University (Centered in Island Wisdom), and Goal 3: Foster Research and Innovation, aims to transition into Doctoral/Professional University to serve the needs of the island and the region, as the region is distinctive by its geography and indigenous cultures;

WHEREAS, UOG and the School of Education (SOE) desires to establish the first doctoral program, Doctor of Education (EdD) in Instructional and Academic Leadership;

WHEREAS, Guam and the region need opportunities to advance learning in support of the educational aspirations of local and regional communities;

WHEREAS, the UOG's mission to Enlighten (Ina), Discover (Deskubre), Serve (Setbe) is evident in the SOE's efforts to advance a new doctorate program that also supports UOG's vision of "transforming lives and advancing communities" and its vision [to emerge] as one of the most important universities in the Pacific Islands, ensuring Ina, Deskubre, Setbe for the people of this region..." (UOG, website, 2023);

WHEREAS, the creation of the EdD program evolved from collective conversations and strong support from our internal and external communities, including an EdD Ad Hoc Committee that initiated an environmental survey which illuminated a desire and need for such a doctorate program;

WHEREAS, the EdD in Instructional and Academic Leadership was created by designated core faculty and reviewed and strongly supported by external readers/reviewers, SOE faculty readers/reviewers, SOE faculty and institutional leadership via collaborative feedback session were valuable to affirm the new doctoral program forward;

WHEREAS, funding for the development of the program and course outlines were provided by the Senior Vice President and Provost;


WHEREAS, this first doctorate program of UOG was envisioned and championed by several institutional leaders: Senior Vice President and Provost, Dr. Anita Borja Enriquez; Dean, School of Education, Dr. Alicia Cruz Aguon; and further supported by Vice Provost Emerita, Ms. Deborah Leon Guerrero; Interim Vice Provost, Academic Excellence, Graduate Studies, Online Learning, Dr. Sharleen Santos-Bamba; and further championed by core faculty Dr. Kathrine Gutierrez (SOE) and Dr. Genevieve Leon Guerrero (SOE), with the endorsement by the President, Dr. Thomas W. Krise;

WHEREAS, the enclosed EdD in Instructional and Academic Leadership proposed program and supporting documents was recommended and endorsed by from the Program and Division on 03 November 2022, SOE Academic Affairs Committee on 04 November 2022, and the Dean, SOE on 04 November 2022. Further reviewed and endorsed for online learning curriculum by UOG Online Teaching Resources on 18 April 2023, and affirmed by the Faculty Senate Graduate Curriculum Review Committee on 19 April 2023 and the 22nd Faculty Senate on 11 May 2023. Thereafter, reviewed and recommended for approval by the Senior Vice President and Provost, and the President; and

WHEREAS, the Academic, Personnel and Tenure Committee has reviewed the attached proposal and recommends approval of this program to the BOR.

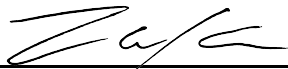
NOW, THEREFORE, BE IT RESOLVED, that the BOR hereby approves the EdD in Instructional and Academic Leadership, effective AY 2024-25.

Adopted this 6th day of June, 2023.



Liza J. Provide, Chairperson

ATTESTED:



Thomas W. Krise, Ph.D., Executive Secretary

University of Guam


Request for Official Action on a Policy or Regulation

1. **Date of this request:** 05/30/2023
2. **Destination of request:** (as per governance guidance or manual)
☒ Board of Regents ☒ President ☒ SVP&P ☐ VPAF/CBO ☐ Other _____
 BOR Committee: ☒ Academic, Personnel, and Tenure ☐ Budget, Finance, Investments, and Audit
 ☐ Physical Facilities ☐ Student Affairs, Scholarship, Alumni Relations and Honorary Degree
3. **Originating organizational unit:** School of Education
4. **Action proponent name:** Alicia C. Aguon, Dean email: aliciaaguon@triton.uog.edu phone: 671-735-2444
5. **Action requested:** Approval of New Degree Program: Doctor of Education (EdD) in Instructional and Academic Leadership
6. **Justification supporting action request:** See attached memo and proposal.
7. **Requested effective date of action, if approved:** AY2023-2024
8. **Manual or document to be altered:**

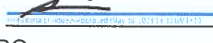



<input type="checkbox"/> BOR Policy <input type="checkbox"/> Academics <input type="checkbox"/> Auxiliary Services _____ <input type="checkbox"/> Business Office _____ <input type="checkbox"/> Enrollment Management & Student Success <input type="checkbox"/> Facilities Maintenance & Services <input type="checkbox"/> Graduate Studies <input type="checkbox"/> Human Resources Office	<input type="checkbox"/> RFK Library or MARC <input type="checkbox"/> Office of Information Technology <input type="checkbox"/> Office of Marketing & Communications <input type="checkbox"/> Office of Research & Sponsored Programs <input type="checkbox"/> Safety & Security <input type="checkbox"/> Triton Athletics <input checked="" type="checkbox"/> Other <u>Graduate Catalog</u>
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Location of proposed alteration in manual: SOE **Version dated:** AY2022-2023
9. **Attach:**
 - a. Proposed Procedure, Regulation, or Policy language (*in unlocked finalized Word file only, no PDFs*).
 - b. Documentation showing reason and appropriate consultation with advisory and/or governance committees has been done.
 - c. Documentation of a public hearing, as applicable.

10. Consultation Record (as per governance guidance, manual, or courtesy)

Committee	Position	Name / Signature (use BLUE ink)	Date
Originating Unit AAC <input type="checkbox"/> NA	Chair, AAC	Dr. Dean Olah / See attached transmittal	05/30/2023
Appropriate Dean/Director/ Admin <input type="checkbox"/> NA	Dean, SOE	Dr. Alicia Aguon / See attached transmittal	05/30/2023
AD HOC Committee <input type="checkbox"/> NA		/	/ /20
Student Gov Association <input type="checkbox"/> NA		/	/ /20
Staff Council <input type="checkbox"/> NA		/	/ /20
Administrative Council <input type="checkbox"/> NA		/	/ /20
Faculty Senate <input type="checkbox"/> NA	President	Dr. Christopher Garcia-Santos / 	05/30/2023
Faculty Union <input type="checkbox"/> NA		/	/ /20







11. Administration Approvals (as applicable)

Dr. Anita Borja Enriquez	SVP&P		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	May 30, 2023
	VPAF/CBO		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
Dr. Thomas W. Krise	UOG President		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	May 30, 2023
Dr. Janice Malilay	Chair, BOR Comm		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	June 6, 2023
Liza J. Provide	Chair, Board of Regents		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	6/6/23







REQUEST FOR NEW DEGREE PROGRAM APPROVAL

1. Title of Program: **Doctor of Education (EdD) in Instructional and Academic Leadership**
[EdD in Instructional and Academic Leadership]
2. Credit Hours Required: 60 credit hours (total credit hours for degree)
3. Level of Program: ☐ Undergraduate ☒ Graduate
4. Proposed Effective Date (Catalog/Bulletin): Fall 2023 (Fanuchanan 2023)
5. Proposal Document: Attach proposal document to this form. See "Procedure for Proposals to Establish New Programs".
6. APPROVAL Recommended by:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate (if substantive)	 (Endorsement of UCRC/GCRC Recommendation)	5/29/2023

APPROVED:

 Anita Borja Enriquez-Approved (May 30, 2023 12:51 GMT-10)	May 30, 2023 DATE	 Thomas Krise (May 30, 2023 13:01 GMT+10)	May 30, 2023 DATE
SENIOR VICE PRESIDENT ACADEMIC AND STUDENT AFFAIRS		PRESIDENT	
 CHAIRPERSON, BOARD OF REGENTS	6/6/23 DATE	 Dr. Sharleen Santos-Bamba Vice Provost, AEGSOLL	May 30, 2023

May 30, 2023

MEMORANDUM

TO: Dr. Thomas W. Krise, President

FROM: Dr. Anita Borja Enriquez
Senior Vice President, Academic and Student Affairs

SUBJECT: Approval of New Degree Program: Doctor of Education (EdD) in Instructional and Academic Leadership


I am pleased to report that the Faculty Senate endorsed the request for new degree program: Doctor of Education (EdD) in Instructional and Academic Leadership and all the subsequent requests for new courses and new online courses related to this program.

The request is an expansion of the graduate degree-level master program offerings of the University of Guam (UOG) to offer a first doctoral program from the university and specifically offered by the School of Education (SOE), in support of the Para Hulo' Strategic Plan's strategic initiative 1, Goal 3. There is tremendous support for this inaugural doctoral program from the institutional community and local and regional educational communities. The School of Education will pursue the new doctoral program accreditation from the WASC Senior College and University Commission (WSCUC). I was pleased to work closely with SOE Dean Dr. Alicia Aguon and her development team, and to provide full funding to bring this to fruition.

I fully support this request and look forward to your favorable approval for the BOR AP&T committee review and subsequent approval by the full Board of Regents.

Thank you.

APPROVED:


Thomas Krise (May 30, 2023 16:03 GMT+10)
Dr. Thomas W. Krise
President

Attachment: Faculty Senate Log No. 7033 (a-v).



UNIVERSITY OF GUAM
UNIBETSEDĀT GUAHAN

Twenty-second Faculty Senate

EXECUTIVE COMMITTEE

Christopher Garcia-Santos
PRESIDENT
Doreen Crisostomo-Muñia
VICE PRESIDENT
Ryan Shook
RECORDER

STANDING COMMITTEES

***Institutional
Excellence***

Michelle Santos
CHAIR
Jesse Bamba
MEMBER
Manny Cruz
MEMBER

Faculty Excellence

Gena Rojas
MEMBER
Kenneth Gofigan Kuper
MEMBER

Evaluations

Christopher Rasmussen
CHAIR
L. Robert Barber
MEMBER

***University Budget &
Planning***

Roland San Nicolas
CHAIR
Hyunju Oh
MEMBER
Nathan Habana
MEMBER

**ACADEMIC REVIEW
COMMITTEE CHAIRS**

GENERAL EDUCATION
Andrew Grunzke

UNDERGRADUATE
CURRICULA
David Ruskin

GRADUATE CURRICULA
Atsushi Fujimura

MEMORANDUM (Log No. 7118)

29 May 2023

To: Dr. Thomas W. Krise, President

Via: Dr. Anita Borja Enriquez, SVP & Provost

From: Dr. Christopher Garcia-Santos, Faculty Senate President

Re: Log No. 7003 Proposed EdD in Instructional & Academic Leadership

The 22nd faculty senate endorsed the New Graduate Program: Doctor of Education degree program and the 22 new courses at its final session held on May 11, 2023. The vote was unanimous.

The minutes of that session are still being prepared, please accept this memo as evidence of the Senate's endorsement action of the EdD program.

Cc: SEC



SCHOOL OF EDUCATION
Office of the Dean

November 4, 2022

To: Dr. Christopher Balajadia Garcia-Santos, Faculty Senate President

From: Dr. Alicia Cruz Aguon, Dean 

Subject: Request for Endorsement of New Degree Program

Re: **EdD in Instructional and Academic Leadership**

Dear Dr. Garcia-Santos,

The AAC and the AERS Division of the School of Education (SOE) are requesting endorsement of a new degree program: the *Doctor of Education (EdD) in Instructional and Academic Leadership*.

It is with great enthusiasm that I support the endorsement of the proposed EdD in Instructional and Academic Leadership as endorsed by AAC and the AERS Division. This proposed EdD will be the first doctoral program for the School of Education and the University of Guam.

As described in the report, the School of Education (SOE) is advancing forward this new degree program as it connects to the University of Guam's Para Hulo' Strategic Initiative to become recognized as a research university and strives for the "Doctoral Professional/University" – Carnegie Classification for higher education institutions.

The School of Education faculty are excited for the future of our university to provide a doctoral program for our island and surrounding Micronesia community and beyond. We are seeking the endorsement for the *EdD in Instructional and Academic Leadership* from the Faculty Senate, Graduate Curricula Review Committee (GCRC).

Si Yu'os ma'åse'



Alicia C. Aguon

T: +1 671.735.2444 F: +1 671.734.3651 W: www.uog.edu
Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

**Request for New Degree Program Approval
for the proposed**

**Doctor of Education (EdD) in Instructional and Academic
Leadership**

[EdD in Instructional and Academic Leadership]

**School of Education
University of Guam/Unibetsedåt Guåhan**

Introduction

The proposed Doctor of Education (EdD) degree is to be offered and integrated as a program of study within the School of Education (SOE).

Our university's five-year strategic plan, the Para Hulo' Strategic Plan 2019-2024, denotes an initiative and goal to become recognized as a research university (UOG website, 2022¹) and strives for the notation as a "Doctoral Professional/University" (American Council on Education, 2022²) per the Carnegie Classification for higher education institutions. The School of Education embraces this call and is advancing the creation of a new degree program. The Doctor of Education (EdD) in Instructional and Academic Leadership is designed as an online program, a professional doctorate degree program. It would be suitable for current and ambitious K-20 educational practitioners, and other education professionals, who seek to earn a terminal doctorate degree that emphasizes the scholar-practitioner to apply knowledge learned from the program into proffering solutions for practice improvements and influence change to resolve issues in practice. The School of Education is excited about the near opportunity to offer an EdD to our local community and surrounding Pacific Islands community.

The University of Guam's mission to enlighten (Ina), discover (Deskubre), serve (Setbe) (UOG website, 2022³) is evident in the School of Education's engagement and collaboration with multiple local and regional stakeholders who have encouraged our planning efforts to move forward on advancing new degree programs. Hence, the creation of our EdD program as an opportunity to advance learning in support of the educational aspirations of our local and regional community. In advancing a new program, the School of Education is actively supporting our University of Guam's vision of "transforming lives and advancing communities" (UOG website, 2022⁴) and its vision "[to emerge] as one of the most important universities in the Pacific Islands, ensuring Ina, Deskubre, Setbe for the people of this region..." (UOG website, 2022⁵).

¹ University of Guam. (2022). *Para Hulo' Strategic Plan 2019-2024* [Strategic Initiative and Goals, Research webpage]. Mangilao, GU: University of Guam. Available at: <https://www.uog.edu/parahulo/strategic-initiatives/research>

² American Council on Education (2022). *Definitions and Methods* [Basic Classification Description; Doctoral Universities webpage]. American Council on Education. Available at: https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php

³ University of Guam. (2022). *Para Hulo' Strategic Plan 2019-2024* [Overview. Mission, Vision, Values webpage]. Mangilao, GU: University of Guam. Available at: <https://www.uog.edu/parahulo/mission-vision-values>

⁴ Ibid.

⁵ University of Guam. (2022). *Para Hulo' Strategic Plan 2019-2024* [The Future of the University of Guam webpage]. Mangilao, GU: University of Guam. Available at: <https://www.uog.edu/parahulo/future>

School of Education



(Photo: School of Education building, University of Guam)

“... an integral part of the School's mission is becoming the academic, research, and service resource center for Guam and the greater Micronesian areas.”

(from UOG website, 2021, at <https://www.uog.edu/schools-and-colleges/school-of-education/index.php>)

Mission

“The mission of the School of Education is to prepare teachers, professionals, and leaders in education to meet the multicultural educational demands of Guam and the region in the Pacific.”

(from UOG website, 2021, at <https://www.uog.edu/schools-and-colleges/school-of-education/index.php>)

Academic Divisions

In Spring 2022, the School of Education reorganized and renamed its two academic divisions as:

- (1) Advanced Education and Research Services (AERS) Division
- (2) Professional Teacher Preparation (PTP) Division.

The *Advanced Education and Research Services (AERS)* Division houses the majority of the School of Education existing graduate programs, the Master of Education degree programs in:

- Administration and Supervision
- Reading (online)
- Innovations in Teaching and Learning
- Special Education
- Teaching English as a Second Language (TESOL)
- Counseling

The Professional Teacher Preparation (PTP) Division houses the Master of Arts degree program in:

- Teaching – the Master of Arts (MAT) in Teaching

Request for Approval of New Degree Program
University of Guam/Unibetsedåt Guåhan
School of Education
Proposed Program: Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

Table of Contents
Information for Proposed Program

- 1. Definition of the Proposed Program**
 - 1.1 Full and exact designation for the proposed program.
 - 1.2 Name of the college submitting the request.
 - 1.3 Name of the department, department's division, or other unit of the college which would offer the proposed program.
 - 1.4 Name, title and rank of the individual primarily responsible for drafting the proposed program.
 - 1.5 Goals and Objectives of the proposed program.
 - 1.5a Specify the subject matter to be covered.
 - 1.5b Specify the intellectual skills and learning methods to be acquired.
 - 1.5c Specify the affective and creative capabilities to be developed.
 - 1.5d Specify, if relevant, the specific career-preparation practices to be mastered.
 - 1.6 List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.
 - 1.7 Clarification of number and types of electives, if any under the proposed program, including special options.
 - 1.8 Justification of any unusual characteristics of the proposed programs; e.g., terminology, units of credit required, types of course work, etc.
 - 1.9 Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.
 - 1.10 Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.
 - 1.11 Describe how educational effectiveness of program is to be measured.

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Information for Proposed Program
(continuation)

2. Context of the Proposed Program

- 2.1 Examples of colleges offering the proposed program.
- 2.2 Endorsements from university or community elements.
- 2.3 Differences of the proposed program, if any, from similar programs in other institutions.
- 2.4 Relation of the proposed program to the total educational program of the respective college.
- 2.5 Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).
- 2.6 List other programs currently offered which are closely related to the proposed program.
- 2.7 Explanation of how the needs to be met by the proposed program have previously been satisfied.
- 2.8 Applicability of course work taken under the proposed program to other programs currently offered.
- 2.9 Assurance that courses and programs are planned both for optima learning and accessible scheduling

3. Need for the Proposed Program

- 3.1 Primary reason for requesting the proposed program
- 3.2 Professional uses of the program
- 3.3 Results of a survey of serious interest in enrolling under the proposed program
- 3.4 Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicated interest in the proposed program.
- 3.5 Estimate the number of students completing the proposed program (in the second year and in the fifth year after its approval.)
- 3.6 Total FTE lower division and upper division, enrollments in the specified department, department's division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years.
- 3.7 Advantages to the college of offering the proposed program

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Information for Proposed Program (continuation)

4. Resources for the Proposed Program

- 4.1 List of all present faculty members (with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.
- 4.2 Number and types of additional faculty and other staff positions, if any, needed to the proposed program.
- 4.3 Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.
- 4.4 List of courses now offered, by catalog number, title and units of credit needed in the proposed program.
- 4.5 List of additional courses not now offered by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.
- 4.6 University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.
- 4.7 Plans for developing university library resources in support of the proposed program during the first year of its operation.
- 4.8 Other instructional material. if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.
- 4.9 Special classrooms, laboratories and other capital outlay facilities

5. Appendices

- Appendix 1 Graduate-Culture Statement
- Appendix 2 Curriculum Map, EdD PLOs to Courses
- Appendix 3 EdD Program of Study
- Appendix 4 Admissions & Continuing Requirements
- Appendix 5 Course Schedule
- Appendix 6 Signature Assignment/Activity Rubric
- Appendix 7 Course Syllabi for EdD Program
- Appendix 8 Assessment Plan
- Appendix 9 Survey Results Dashboard
- Appendix 10 Faculty Curriculum Vitae
- Appendix 11 External Readers/Reviewers Bio & Feedback
- Appendix 12 SOE Readers/Reviewers Bio & Feedback
- Appendix 13 Letters of Support
- Appendix 14 Request for New Courses (forms)
- Appendix 15 Request for New Online Courses (forms)

PROPOSAL
for
Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

School of Education
University of Guam/Unibetsedåt Guåhan

Doctor of Education in Instructional and Academic Leadership

(EdD in Instructional and Academic Leadership)

PROPOSAL

1. Definition of the Proposed Program

1.1 Full and exact designation for the proposed program.

Doctor of Education in Instructional and Academic Leadership

1.2 Name of the college submitting the request.

School of Education (SOE)

1.3 Name of the department, department's division, or other unit of the college which would offer the proposed program.

Advanced Education and Research Services (AERS) Division
School of Education (SOE)

1.4 Name, title and rank of the individual primarily responsible for drafting the proposed program.

This document was drafted by the School of Education, Advanced Education and Research Services (AERS) faculty:

- i. Kathrine Gutierrez, Ph.D., Associate Professor & Division Chair for Advanced Education and Research Services (AERS) Division, School of Education

and in collaboration with,
- ii. Genevieve Leon Guerrero, Ph.D., Assistant Professor, Advanced Education and Research Services (AERS) Division, School of Education

Contributions about the survey information provided by Alicia Cruz Aguon, Ph.D., Dean, School of Education.

Additionally, Dr. Andrew Grunzke, Associate Professor, Professional Teacher Preparation (PTP) Division, School of Education, contributed to the development of two research courses and reflections to the Graduate-Culture statement and the EdD PLOs.

An initial draft report was reviewed by External Readers/Reviewers (see Appendix 11, External Readers/Reviewers Bio & Feedback) and School of Education Readers/Reviewers (see Appendix 12, SOE Readers/Reviewers Bio & Feedback).

Further, the proposed EdD program was discussed during an EdD Feedback Session held on Sept. 23, 2022 that highlighted four themes for conversation and feedback to include: Theme 1 – Program Curriculum; Theme 2 – Scholarship and Doctoral Culture & “Mentoring”; Theme 3 – Evaluation; Theme 4 - Cultural Relevancy and Community Engagement.

The suggestions and feedback from the readers/reviewers and from the participants in the EdD Feedback Session (session participants included SOE Faculty, SOE Dean and two VPs from UOG) was valuable and informative to illuminate the affirmations of the proposed EdD program and to suggest aspects to update and/or elaborate on. All feedback was reviewed pertaining to the proposed EdD program and various supporting program documents, and updates, as applicable, are reflected in this final report.

1.5 Goals and Objectives of the proposed program.

The Doctor of Education (EdD) in Instructional and Academic Leadership is a professional doctorate degree developed to serve a need to offer a terminal doctoral degree program to advanced learning for our stakeholders in Guam and the surrounding Pacific Region. This need, for an EdD degree in Instructional and Academic Leadership, is predicated by a survey conducted in 2020. See section 3.3 in this document for expanded discussion of survey results.

The EdD in Instructional and Academic Leadership degree emphasizes the scholar-practitioner as the curriculum is intentionally designed to prepare students’ for the scholar-practitioner mindset and role to use the knowledge, skills, and dispositions learned in the program to proffer solutions for practice improvements and influence change to resolve issues in practice. The rigor of the doctoral curriculum is evident in the EdD Program of Study courses’ content and doctoral student expectations are captured in the Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement (See **Appendix 1**). It is this notion of scholar-practitioner and application to practice of learning that is embodied throughout the EdD Program of Study from the initial course *Introduction Seminar to the EdD* through final completion of the dissertation. Thus, a proposed learning level of Application to Practice (AP) is noted on the curriculum map (See **Appendix 2**).

We envision the scholar-practitioner of our program to cultivate and extended knowledge of instructional and academic leadership to: (1) *Learn* with and from communities, (2) *Lead* with communities, (3) *Transform* with communities (Note: guiding 3-part emphasis statement crafted by Dr. Kathrine Gutierrez, 2022). These three core aspects connect with our UOG institutional mission of “*Ina, Deskubre, Setbe* [to enlighten, to discover, to serve]: [as] 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” (retrieved from: <https://www.uog.edu/about/mission-statement>).

EdD Structure

The EdD program is designed as an online program, 20 courses (3 credit hours each) and with the dissertation built in as coursework in the program of study. Total of 60 credit hours.

The initial course *Introduction Seminar to the EdD* serves as the gateway course at the start of the program of study. This course along with the Speaker Series (see section 1.8 for expanded discussion) are designed as a virtual (and in-person opportunity too) immersion residency component of the program.

The EdD is designed as a cohort model to promote and cultivate a network of academic practitioners to support and learn with one another sharing professional and cultural experiences, best practices and research application to practice, as a learning community throughout the program and upon completion.

Guiding Framework, the C.A.N.O.E:

The **EdD in Instructional and Academic Leadership** allows for a unique focus on the cultural context of working in educational settings and other organizations to grow leadership knowledge and skills to work with diverse people, contexts, and cultures in the Western Pacific Region and Global arena. The EdD program of studies at the University of Guam is anchored to the symbol of a Canoe with the acronym denoting: C for Communities, A for Acknowledgement, N for Navigation, O for Oneness, and E for Empowering Expansivity.

In part, the EdD program of studies embodies its curriculum to leadership practice application from the lens of cultural awareness and cultural responsiveness as the cohort of graduate students will navigate through the program of studies from the **guiding framework of the C.A.N.O.E.**

C - Communities (application to and consideration of working, learning, and residing in diverse communities);

A - Acknowledgement (acknowledgement of the space, place and relation of diverse individuals and diverse perspectives for leading and learning);

N- Navigation (advancing and growing leadership and learning skills from the program to application in practice – the educational/instructional contexts and learning organizational contexts);

O - Oneness (leadership and learning denotes a whole system approach to change initiatives and improvement growth by all stakeholders working and learning and advancing forward as a collective. Hence oneness involves the dependence on and interdependence on diverse peoples and our diverse global society);

E - Empowering Expansivity (leadership entails empowering and growing leadership in others and building a network of professional learning leaders for continuous collaboration and systems/organizational improvement).

*A signature rubric for courses emphasizes the scholar-practitioner and the cultural context. See section 1.10 for expanded discussion of this signature rubric.

EdD Program Learning Outcomes (PLOs) and UOG Institutional Graduate Learning Outcomes (IGLOs)

EdD PLOs: Upon completion of the EdD program, graduates will demonstrate skills to include:

1. **Use** research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. **Identify** and **analyze** problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. **Demonstrate** leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. **Communicate effectively, orally and in writing**, about educational issues with a network of academic practitioners and the community.
5. **Know** and **adhere** to professional ethics and standards that guide one's profession and organization.
6. **Critique** scholarship/research appropriate to the discipline.
7. **Apply** appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. **Design, plan, and execute** a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The aforementioned EdD PLOS exemplify and connect to our UOG Institutional Graduate Learning Outcomes.

UOG IGLOs: The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

1. Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study;
2. Plan, conduct, and complete a significant research or creative project;

3. Exercise oral and written communication skills sufficient to publish and present work in their field;
4. Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and
5. Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.” (taken directly from:
<https://catalog.uog.edu/current/graduate-bulletin/general-information.php>).

1.5a Specify the subject matter to be covered.

- Education, Instructional and Academic Leadership curriculum designed as doctoral level courses include the following subject matter organized by course grouping (see **Appendix 3**, EdD Program of Study):

Foundation Courses:

- Introduction Seminar to the EdD
- Theories for Leadership and Organizations
- Contemporary Issues and Problems in Education and Organizations
- Diversity, Ethics, and Leadership

Research Courses:

- Scholarly Literature Review
- Qualitative Research Methodology (Intro)
- Quantitative Research Methodology (Intro)
- Critical Literature Review (Advanced Course & Election Option)
- Advanced Qualitative Research (Elective Option)
- Advanced Quantitative Research (Election Option)
- Research Design, Data Collection, & Analysis

Concentration Courses:

- Instructional and Visionary Leadership
- Program Evaluation and Data for Evidence-Based Performance
- Financial Resources and Building Instructional Capacity
- Strategic Planning and Leadership
- Education Policy & Change
- Leadership and Learning for the Western Pacific Region and Global Arena

Candidacy & Proposal Course:

- Candidacy Advancement
- Dissertation Proposal

Dissertation Series Courses:

- Dissertation Research Beginnings
- Dissertation Research Advance
- Dissertation Research Final

1.5b Specify the intellectual skills and learning methods to be acquired.

- Students will engage in advance learning and knowledge building of key instructional and academic leadership concepts to apply research and theory, and best practices to resolve actual identified issue(s) in educational contexts, educational practice via engaging in coursework and program activities and the dissertation research. The program is designed as a cohort model program and designed as an online program; thus, students will be part of an online learning community. Expectations for student learning involve independent demonstration of carrying out and completing coursework activities, and by design as noted in the courses will have opportunities to work cooperatively via online interaction with other members of the cohort and course instructor.

The intellectual skills and learning methods to be acquired are illuminated in the EdD Program Learning Outcomes and nuanced in the respective course learning outcomes.

Given the focus and design of a professional doctorate program with emphasis on the scholar-practitioner, the levels of learning include introduced, reinforced, mastery, and application to practice. **See Appendix 2, Curriculum Map, EdD PLOs to Courses.**

1.5c Specify the affective and creative capabilities to be developed.

Adherence to professional values and ethics of a learning community of educational leaders, scholar-practitioners is the expectation for all doctoral students in the program. Educational leaders are professional members of our community and of our educational systems who interact with a variety of diverse stakeholders. As such, the EdD program learning outcome (#3) intentional focus is for graduates to demonstrate skills to include: 3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role. Furthermore, fostering affective and creative capabilities of educational/academic leaders as scholar-practitioners are inherent in the program design and curriculum to foster educational leadership practices that are respective of diverse individuals, viewpoints, and cultural understandings; and appreciation of and consideration of the cultural context and stakeholders to inform leadership (note see also the Graduate-Culture Statement, **Appendix 1**). The cohort model design, the mentoring aspect of the program, and the speaker series sessions are spaces for promoting and advancing communication and learning about instructional and academic leadership reflective of oneself as a leader and leadership with others.

1.5d Specify, if relevant, the specific career-preparation practices to be mastered.

- Knowledge advancement for educational, instructional, and academic leadership roles as applicable to K20-educational contexts. Development of knowledge and skills in relation to the curriculum for the proposed professional doctorate program and in relation to the specific program learning outcomes.

1.6 List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.

Table 1: Curriculum for Doctor of Education (EdD) in Instructional and Academic Leadership

Foundation Courses (4 courses at 3 credits = 12 credits)

ED 7000 Introduction Seminar for the EdD	3 credits
ED 7001 Theories for Leadership and Organizations	3 credits
ED 7002 Contemporary Issues and Problems in Education and Organizations	3 credits
ED 7003 Diversity, Ethics, and Leadership for Educational and Organizational Contexts	3 credits

Research Courses (5 courses at 3 credits = 15 credits)

Required:

ED-R 8000 Scholarly Literature Review	3 credits
ED-R 8001 Qualitative Research Methodology	3 credits
ED-R 8002 Quantitative Research Methodology	3 credits
ED-R 8003 Research Design, Data Collection and Analysis	3 credits

ADV. RESEACH ELECTIVE (Select one from below):

ED-R 8004 Critical Literature Review	3 credits
ED-R 8005 Advanced Qualitative Research	3 credits
ED-R 8006 Advanced Quantitative Research	3 credits

Concentration Courses (6 courses at 3 credits = 18 credits)

ED 7005 Instructional and Visionary Leadership	3 credits
ED 7007 Program Evaluation and Data for Evidence-Based Performance	3 credits
ED 7008 Financial Resources and Building Instructional Capacity	3 credits
ED 7009 Strategic Planning and Leadership	3 credits
ED 7012 Education Policy & Change	3 credits
ED 7013 Leadership & Learning for the Western Pacific Region and Global Area	3 credits

Candidacy Exam (1 course at 3 credits= 3 credits)

ED-DR 7014 Candidacy Advancement	3 credits
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Dissertation Series (4 course at 3 credits= 12 credits)

ED-DR 7015 Dissertation Proposal	3 credits
ED-DR 7016 Dissertation Research Beginning	3 credits
ED-DR 7017 Dissertation Research Advance	3 credits
ED-DR 7018 Dissertation Research Final	3 credits

Total Credits for Degree: 60 credits

1.7 Clarification of number and types of electives, if any under the proposed program, including special options.

Advanced Research Methods Course: One (1) elective is required. Three choices available:

ADV. RESEACH ELECTIVE (Select one from below):

ED-R 8004 Critical Literature Review	3 credits
ED-R 8005 Advanced Qualitative Research	3 credits
ED-R 8006 Advanced Quantitative Research	3 credits

Doctoral students will have an option to select one (1) advanced research methods course as guided by their faculty advisor/mentor, as the research course elective.

*Future plans for expanding on offering of additional electives beyond the research core courses will be evaluated and considered in part of the program's holistic assessment, and as guided by our institution's graduate learning outcomes.

1.8 Justification of any unusual characteristics of the proposed program; e.g., terminology, units of credit required, types of course work, etc.

Distinctive aspects of the program are the intentional design and evolution of a mentoring component and speaker series sessions to further opportunities for students to build knowledge and opportunities to cultivate a network of academic practitioners, academic professionals.

Speaker Series:

The Speaker Series (*Kuekuentos Finaloffan* in the CHamoru language) are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders. The Speaker Series extends opportunities for further learning and to offer broader examples of educational/academic leadership in practice beyond the experiences of the cohort community.

The Speaker Series is intentionally shaped for learning conversations valuing diverse perspectives and cultural perspectives, and connects to and encompasses application-in-practice linked to the specific EdD program learning outcomes (PLOs):

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.

Doctoral students will attend a minimum of two speaker series sessions (synchronized and/or review recorded sessions) each term. There will be two sessions for each course offered on Saturdays. The sessions will be recorded and uploaded to the Speaker Series Moodle course shell as a repository of collective community and academic resource. Further, the speaker series sessions are designed for authentic engagement with all participants to inform, network, and collaborate with each other; and as enrichment extension of topics of interest which anchor to students' research interests and/or application-in-practice examples(models) of leadership actions in K20 educational contexts.

Mentoring:

The mentoring component will begin in the gateway course for the program of study: *ED 7000 Introduction Seminar for the EdD*, and intentional throughout the program of study. This aspect of the program will entail program support activities for students planned as individual interaction and cohort interaction with faculty to build and support a graduate culture of academic-practitioners/scholar-practitioners. Mentoring guidelines, mentoring protocol, will support a graduate-culture of scholar-practitioners as the faculty mentor and the mentee(s) cultivate a professional collaboration in support of the doctoral student's success and immersion into the professional doctorate program and through ultimate success of a completed and defendable research dissertation anchored in a problem of practice. Faculty in the doctoral program will be provided guidelines (mentoring protocol) and an orientation on the role of the faculty mentor in the doctoral program. The mentoring component is a fluid process of guidance and support for students throughout the program of study. Further, opportunities for student networking (building a professional mentoring cohort) will be planned as students' evolve through the program of studies and as related to topics of interest and/or issues of professional practice. This later part will complement the Speaker Series sessions.

1.9 Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.

Adherence to the University of Guam's application process for admission as a graduate student to the institution will be followed. Given the University of Guam does not currently have a doctoral degree program, this proposal for a Doctor of Education (EdD) degree is created with specific criteria for admissions to the proposed program.

Admission Procedures

- Application to the University of Guam, Graduate Admissions Office.
- Submit all official transcripts from undergraduate and graduate institutions, noting conferral of degree, from an accredited U.S. Institution or from a recognized foreign institution, sent directly to the University of Guam, Graduate Admissions Office.

Application materials and process for the EdD program:

Part 1: Complete application to the EdD program will include:

- A completed graduate student admission application to the University of Guam, Graduate Admissions Office; to include all official transcripts.
- Earned a master's degree in education or education discipline (or related leadership degree to the EdD program of study), and a minimum 3.0 cumulative graduate GPA on a 4.0 scale.
- Professional resume or curriculum vitae
- Statement of Interest (approximately 2 pages) denoting your professional goals, teaching and/or leadership experiences, interest in post-master's study and the EdD in Instructional and Academic Leadership program.
- Academic Writing Sample: such as, a written assignment/paper from a master's course, an excerpt from a thesis, or provide a written response (approximately 3-5 pages) to the writing prompt noted in the application link.
- Three (3) Letters of Recommendation: Two (2) from current or former employers; and One (1) from faculty from your master's program (i.e., faculty for master's courses taken or graduate faculty advisor, thesis chair, thesis committee member).

Part 2: Interview process

- Based on review of completed application materials, an applicant may be invited for an interview as part of the admission process for consideration to be accepted into the EdD program.

See Appendix 4, Admissions & Continuing Requirements on the proposed process.

1.10 Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.

The emphasis of an EdD is the scholar-practitioner and using research and theory to inform ways to address problems/issues in practice and to influence change in the educational/organizational context(s). The curriculum of the proposed EdD in Instructional and Academic Leadership has an intentional curriculum, developed as doctoral/advanced courses, to support a graduate-culture of scholar-practitioners/academic-practitioners. Hence, research and using research to inform practice is embodied in all coursework with the emphasis of knowledge learned to application to practice.

The EdD in Instructional and Academic Leadership is designed across four learning domains or course groups, that are anchored to research and scholarship application to practice: (1) the foundation core; (2) research core; (3) concentration core for instructional and academic leadership; and (4) candidacy examination and dissertation core.

1. Foundation: The foundation core courses are grounded to key competencies for leading and learning in educational and organizational contexts in an increasingly complex and diverse global society.
2. Research: Research courses will prepare graduate students to undertake independent research projects and research writing as each graduate student is required to successfully complete and defend their independent dissertation research. Research courses are scaffolded, sequenced, from the introduction courses to one advanced elective research course (students' choice), to the research design course (course emphasis on conceptualization and research design, methodology of doing research/ a dissertation).
3. Concentration with a Specific Leadership Course: The concentration courses support knowledge and skills for instructional and academic leadership focus; with a specific leadership course that emphasizes leadership and learning for the Western Pacific region and global arena.
4. Candidacy & Dissertation: Doctoral students must pass a candidacy examination prior to being designated as a doctoral candidate. Advancement to candidacy represents the doctoral student has demonstrated knowledge, skills of the required curriculum and demonstrated readiness to begin the dissertation research process.

The dissertation courses are designed to facilitate growth of research knowledge and research skills and research execution in incremental learning phases from research conceptualization of a problem in practice to final completion and defense of the dissertation. The dissertation courses are scaffolded and sequenced, from the proposal stage to dissertation research beginnings, dissertation research advance, and dissertation final.

Note: Students are admitted as doctoral students into the program. The candidacy examination is taken after the student has successfully completed all foundation core courses, research core courses, and concentration core courses. Upon passing the candidacy examination, a student is granted doctoral candidate status.

The Program of Study course taking sequence is noted in **Appendix 5, Course Schedule** and the learning progression of the PLOs across the course sequence is depicted in the curriculum map, revisit **Appendix 2**.

Further, to support a scholar-practitioner mindset and role in practice, a signature assignment/activity and rubric will be a part of courses that comprise the Foundation courses, Research courses, and Concentration courses. The Candidacy and Dissertation Series courses have their unique rubric as germane to the expectations of doctoral curriculum, a doctoral degree program (these noted in the respective syllabi).

Signature Assignment/ Activity:

Each course in the EdD Program of Study noted as Foundation courses, Research courses, and Concentration courses have a signature activity unique to three expectations that align to the program learning outcomes and extend to UOG's graduate institutional learning outcomes.

The Signature Assignment/Course Activity will include students' demonstration and assessment of the following three components:

- Research to Application Component
- Scholarly Writing & APA 7th edition* Writing Style Component [note:*the most recent edition will be followed]
- Cultural Perspective/Leadership for Cultural Responsiveness Component

See Appendix 6, Signature Assignment/Activity and Rubric

See Appendix 7, Course Syllabi – note: WSCUC requires evidence in the form of three (3) sample syllabi and the dissertation requirements. Thus, core faculty are also preparing three (3) showcase classes in Moodle for WSCUC review for new doctoral programs.

1.11 Describe how educational effectiveness of program is to be measured.

Demonstration of rigor of coursework and learning activities appropriate for doctoral coursework will be the guiding criteria for the proposed EdD program. The accreditation entity, WSCUC, has specific criteria for doctoral programs in terms of evaluating educational effectiveness. Thus, the EdD program faculty will attend to the following matters for evaluating educational effectiveness.

- Evaluation of the program and curriculum to assess the attainment of learning objectives, learning outcomes, is essential for continuous improvement of instructional/pedagogical practices and to enhance the program of study. Faculty will engage in periodic review of course learning outcomes and program learning outcomes.
- Develop a syllabi evaluation protocol and online course evaluation protocol to review matters of: (a) course learning objectives to program learning outcomes; (b) review of course resources and activities for relevancy and up-to-date instructional resources and practices; (c) review course Moodle shell or other LMS shell for quality of instructional and pedagogical practices appropriate to online learning modality and demonstration of faculty initiated regular and substantive interaction or faculty-initiated RSI (*regular and substantive interaction).
- Be guided by a proposed assessment plan (**see Appendix 8, Assessment Plan**), faculty will review the program at various stages and use the assessment data to inform program improvements for online program effectiveness.
- Further, the proposed program will be reviewed for effectiveness and continuous improvement as per program self-study conducted by the core faculty members and in guidance by the University of Guam's Annual Program Review process and assessment rubric, and to follow the University of Guam's Annual

Assessment Inventory process – note: with adherence to the current institutional protocols in place. Further, critical review of both qualitative and quantitative data collected will anchor the process of continuous improvement decisions on educational effectiveness of the program.

- Regularly assessing the program to evaluate student learning outcomes and student performance is critical for continuous improvement of the curriculum to update for rigor and research to practice application; and to assess the program learning outcomes as connected to the institutional learning objectives.
 - Multiple forms of assessments will be used to review student learning outcomes, SLOs to PLOs, such as the course signature activity rubric, along with course activity rubrics, peer review rubric of course activities in Moodle (as informed by best practices and research, and forthcoming faculty training in Quality Matters* (*see: [Quality Matters](#)), and faculty self-reflection of course activities and learning outcomes (as informed by best practices and research, and forthcoming faculty QM training).
- Data will be collected by such means as student surveys (incoming, end-of-semester, program completion surveys), faculty self-assessment of online teaching, faculty peer review of courses in Moodle, student course evaluations. Further, a survey of graduates of the program will be designed to gather data about the graduates' application of degree in practice and usefulness to fulfill professional goals.
- Given the proposed program is to be offered as an online program, the expectations for quality and effectiveness of online instructional delivery will be expected. Plus, it is absolute that the online program establish how faculty are demonstrating “regular and substantive interaction” in the online format and what are the expectations for faculty readiness or training for online instruction. The core program faculty will consult and review an assessment tool/rubric for evaluating online learning courses such as Quality Matters (<https://www.qualitymatters.org/qa-resources/rubric-standards>).
- The core program faculty will evaluate overall program quality in support of the School of Education's mission and the University's strategic initiatives, and as guided by the institution's assessment protocols and the guidance of UOG's Office of Institutional Effectiveness and Office of Academic Excellence, Graduate Studies and Online Learning, for the review of a post-master's degree program and an online program. Further, the program review process will follow the in-place University process for Annual Program Review and Annual Assessment Inventory that entails review and feedback from multiple sources to include review within the School of Education and further as reviewed at the University Assessment Committee level.
- The program faculty have the appropriate expertise to create and instruct online courses as pertains to the curriculum of the proposed EdD program, and to commence with the initiation of the program of study that supports the objectives of the institution.

2. Context of the Proposed program

2.1 Examples of colleges offering the proposed program.

- Core Faculty reviewed various programs that offer an EdD in Leadership, Instructional Leadership, Academic Leadership, Organizational Leadership, Educational Leadership, Transformative/Innovative Leadership programs to name a few. Thus, there are many permutations of an EdD focus and curriculum and an EdD is a well-known and acknowledged doctoral degree program.
- An EdD is premised in being a scholar-practitioner program. See the following web site that provides an overview of an EdD v. PhD at: [EdD vs. PhD in Education: What is the Difference? \(northeastern.edu\)](http://northeastern.edu/EdD-vs-PhD).
- Most specifically, the core faculty looked at institutions that have accredited programs, most in the R1 and R2 research category, online programs and also traditional based programs for review of the degree emphasis and credit hours and overall program of study.
- The following site lists:
[50 Most Affordable Online Doctorate in Education Leadership Programs \(geteducated.com\)](http://geteducated.com/50-Most-Affordable-Online-Doctorate-in-Education-Leadership-Programs)
- Further, many of the programs on the list above were reviewed for comparison and contrast of post-master's programs from accredited institutions who offer an EdD program and for review of programs offered as online programs. For illustration and highlight of the curriculum and area of emphasis of the proposed EdD for SOE and UOG, the following few universities are referenced here for such comparison and contrast purposes.
 - Baylor University [Doctorate in Education \(Ed.D\) | Baylor University Online](http://baylor.edu/doctorate-in-education)
 - Chaminade University [EdD in Organizational Leadership – Chaminade University of Honolulu](http://chaminade.edu/EdD-in-Organizational-Leadership) (WSCUC accredited and online program)
 - George Washington University [https://gsehd.gwu.edu/programs/doctorate-educational-leadership-and-administration](http://gsehd.gwu.edu/programs/doctorate-educational-leadership-and-administration)
 - La Sierra University [https://lasierra.edu/education/edad/degree-programs/#c3401](http://lasierra.edu/education/edad/degree-programs/#c3401) (WSCUC Accredited)
 - MaryMount University [https://online.marymount.edu/programs/online-edd-doctor-of-education](http://online.marymount.edu/programs/online-edd-doctor-of-education)
 - National University [Ed.D. in Organizational Innovation | National University \(nu.edu\)](http://national.edu/Ed.D.in-Organizational-Innovation) (WSCUC accredited)
 - North Central University [Doctor of Education \(EdD\) Degree | Northcentral University \(ncu.edu\)](http://northcentral.edu/Doctor-of-Education-(EdD)-Degree)
 - NYU [Curriculum | NYU Steinhardt EdD in Leadership & Innovation](http://nyu.edu/Curriculum)
 - RadFord University [https://www.radford.edu/content/grad/home/academics/graduate-programs/education/doctor-education.html](http://www.radford.edu/content/grad/home/academics/graduate-programs/education/doctor-education.html)
 - USC Rossier, University of Southern California at Rossier (WSCUC accredited)
[https://rossieronline.usc.edu/doctorate/edd-online/courses/#traditional-track](http://rossieronline.usc.edu/doctorate/edd-online/courses/#traditional-track)
[https://rossieronline.usc.edu/doctorate/edd-online/](http://rossieronline.usc.edu/doctorate/edd-online/)
[https://rossieronline.usc.edu/doctorate/edl/](http://rossieronline.usc.edu/doctorate/edl/)
 - University of Dayton [https://educationonline.udayton.edu/form-edd/](http://educationonline.udayton.edu/form-edd/)

2.2 Endorsements from university or community elements.

- Endorsements and support for the proposed Doctor of Education (EdD) in Instructional and Academic Leadership – see **Appendix 13, Letters of Support.**

Note: EdD process and community input/feedback on the EdD program of study:

The EdD program evolved from meaningful and authentic conversations with our community members (both internal and external to the School of Education and internal and external to the University of Guam). An EdD Ad Hoc Committee was formed by Dr. Alicia Aguon, Dean, School of Education, in the Fall of 2020. The EdD Ad Hoc comprised of leadership members from the School of Education, University Libraries, Micronesian Area Research Center, and Guam Department of Education representative. Conversations encouraged efforts to plan for and develop a proposed doctoral program. A survey was generated and conducted in 2020 (see item 3.3 in this report). Thereafter, in Spring 2021 the initial development of an EdD program and an envisioned EdS program began.

2.3 Differences of the proposed program, if any, from similar programs in other institutions.

- The uniquely created element of the program of study for the proposed EdD program is the consideration of and emphasis of the local and regional cultural context of schools and our community – local and regional. Hence, a strength of the proposed EdD program relates to the EdD Program Learning Outcome #3: Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
- Another aspect of the program of study for the proposed EdD program, is a Mentoring aspect (intentional) and Speaker Series (*Kuekuentos Finaloffan* in the CHamoru language) sessions. Speaker Series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders. The design of the speaker series sessions is in support of the EdD program learning outcomes.

2.4 Relation of the proposed program to the total educational program of the respective college.

- The proposed Doctor of Education (EdD) in Instructional and Academic Leadership will be housed in the new Advanced Education and Research Services (AERS) Division. This proposed program will be the first doctorate degree, a post-master's degree, to be offered from the School of Education and from the University of Guam. Several master's programs within the School of Education would serve as a pipeline program into the proposed EdD.

2.5 Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).

- The proposed program will be the first doctorate degree, a post-master's degree, to be offered from the School of Education and from the University of Guam.
- The proposed EdD will be aptly housed in the new Advanced Education and Research Services (AERS) Division, SOE. Part of the nature of a doctoral program is to espouse and support faculty work in scholarship/research, teaching and service. As the new AERS Division takes shape, key curricular and strategic initiatives of the School of Education and the University of Guam will guide its evolution of support and championing faculty and doctoral students in areas of research/scholarship.

2.6 List of other programs currently offered which are closely related to the proposed program.

- Master of Education, in Administration and Supervision offered from the School of Education – closely related within the field of educational/academic leadership. Yet, the proposed EdD is a professional doctorate program with emphasis on advancing learning as a scholar-practitioner/academic-practitioner with research application to practice as part of the design of the program.
- Master of Education, in Reading – closely related in delivery format given this is an online program offered from the School of Education.
- Conceptually related would be the Master of Education, Innovations in Teaching & Learning, as teacher leaders may conceivably apply for enrollment in the cohort.

2.7 Explanation of how the needs to be met by the proposed program have previously been satisfied.

- This proposed program will be the first EdD degree to be offered from the School of Education and from the University of Guam. One aspect of the proposed program admissions requirement is having earned a master's degree in education or education discipline (or related leadership degree to the EdD program of study). The School of Education has several master's degree programs that can serve as a pipeline program for students' interested in applying to this proposed EdD program.

2.8 Applicability of course work taken under the proposed program to other programs currently offered.

- N/A

2.9 Assurance that courses and programs are planned both for optimal learning and accessible scheduling, and are offered in a manner that ensures students the opportunity to complete the entire program as announced.

- The overall EdD program of study curriculum is designed to support students learning and progression of learning with taking courses in the foundation core, research core, concentration core for instructional and academic leadership prior to the candidacy examination and granting of doctoral candidate status.
- Upon passing the candidacy examination, a student is granted doctoral candidate status. Students are admitted into the program as doctoral students.
- As a doctoral candidate, a student will be taking the designated dissertation courses. The dissertation courses in combination with intentional mentoring is designed to support the students completion of the dissertation and thus completion of the entire program of study.

Additionally, the program structure is designed for ideal learning and accessible scheduling as:

- Scheduling one course at a time, within the term or out-of-sequence term offering
- Online learning
- Flexibility to meet with instructor, advisor, mentor -- multiple forms of communication
- Cohort model
- Mentoring component
- Factoring the time demands on graduate students, the course sequencing is designed to optimize engagement in an 8-week online course format and 12-week for the dissertation series courses. Predicated on program approval, course schedule may be offered out of sequence to the traditional or Term A/Term B academic calendar. See **Appendix 5, Course Schedule**

3. Need for the Proposed Program

3.1 Primary reason for requesting the proposed program.

- **Communicated interest from stakeholders via survey in 2020 and by means of several emails of interest sent to faculty and Dean of SOE.**
 - Based on a survey in 2020 for the EdD, potential students are interested in an EdD degree in the area of instructional and educational leadership for reasons of employment advancement, financial attainment, trajectory of financial retirement goals, professional goals, and enrichment of knowledge in discipline, specialized area.
- **Providing an opportunity for advance learning, post-master's degree, to our community and surrounding areas for a doctoral program.**
 - To provide a doctoral degree opportunity to our local and regional community stakeholders.

- Conversations with local public education leaders have emphasized a critical need to advance the knowledge and skills development of educators and current school leaders in the focus areas of the proposed EdD in Instructional and Academic Leadership.
- **Realization of the institutional mission and strategic initiatives**
 - Vitally, the proposed EdD connects to UOG's strategic initiative (UOG, 2019) to grow as a research university offering advanced professional and doctorate degrees; enhance the student experience; and as a promising source of revenue growth for the institution.

3.2 Professional uses of the proposed program.

- An EdD program provides learning opportunities to increase one's knowledge and competencies in the distinct concentration area that may be of professional value for oneself and/or for one's current or future employer. Based on individual needs and goals, the proposed EdD could support career enhancement goals such as: employment advancement*, financial attainment, trajectory of financial retirement goals, professional goals, and enrichment of knowledge in discipline, specialized area. *The proposed EdD program is a not a school administrator (K12) certification or licensure program.

3.3 Results of a survey of serious interest in enrolling under the proposed program.

- A survey conducted 2020 by School of Education (SOE) indicates stakeholder interest in the subject area of instructional leadership and also educational leadership and management. This specific survey was conducted to assess an interest in a proposed EdD, with one question asked participants to select from five (5) areas of specialization as an interest. The top three areas of specialized interest per the survey results indicated interest in educational leadership and management; education specialist, and instructional leadership (information from SOE result of survey conducted 2020). Participants in the survey indicated a professional description to denote their status. Per the survey, the sample who responded to the survey included postsecondary faculty, K12 faculty, education administrators, staff at school district or state level, professionals at a private non-education sector, professionals at a non-education government sector, and other category (information from SOE result of survey conducted 2020). Majority respondents to the survey denoted being from Guam, and results also depicting respondents from other regional areas in addition to the mainland US. See **Appendix 9, Survey Results Dashboard**

3.4 Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicate interest in the proposed program.

- This proposed program will be the first EdD degree to be offered from the School of Education and from the University of Guam.

The current Master of Education, in Administration and Supervision program offered from the School of Education – is closely related within the field of educational/academic leadership. Yet, the proposed EdD is a professional doctorate program with emphasis on advancing learning as a scholar-practitioner/academic-practitioner with research application to practice as part of the design of the program.

The Master of Education, in Reading – is closely related in delivery format given this program is an online program offered from the School of Education. The proposed EdD program delivery format is as an online program.

Enrollment numbers for these programs are obtained from the Office of Institutional Effectiveness (OIE) for the year 2019 and from the UOG Enrollment Dashboard website for the years 2020, 2021, 2022. Dashboard accessed at: <https://www.uog.edu/administration/academic-and-student-affairs/institutional-research.php#Dashboards>

Master of Education in Administration & Supervision – Enrollment Data (student headcount in major/program):

2019 (Fall) Fanuchånan	2020 (SP)	2020 (Fall) Fanuchånan	2021 (SP)	2021 Fall Fanuchånan	2022 SP
14	15	10	10	17	12

Master of Education in Reading (Online Program) – Enrollment Data (student headcount in major/program):

2019 (Fall) Fanuchånan	2020 (SP) Fañomnåkan	2020 (Fall) Fanuchånan	2021 (SP) Fañomnåkan	2021 (Fall) Fanuchånan	2022 (SP) Fañomnåkan
47	24	40	16	41	22

3.5 Estimate of the number of students completing the proposed program in the second year and in the fifth year after its approval.

***Estimate Enrollment No. of Students Completing Proposed EdD**

	Estimate Enrollment No. of Students in Cohort*	
Academic Year	<i>Cohort 1</i>	<i>Cohort 2</i>
2023-2024	25	
2024-2025	24	
2025-2026	23	25
2026-2027	23	24
2027-2028	5	23

*The School of Education will offer the proposed program in a cohort model design.

3.6 Total FTE lower division and upper division, enrollments in the specified department, departments division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years hence, further divided into lecture FTE and laboratory FTE where appropriate.

As noted in 2.6 and 3.6 above:

The current Master of Education, in Administration and Supervision program offered from the School of Education – is closely related within the field of educational/academic leadership. Yet, the proposed EdD is a professional doctorate program with emphasis on advancing learning as a scholar-practitioner/academic-practitioner with research application to practice as part of the design of the program.

The Master of Education, in Reading – is closely related in delivery format given this program is an online program offered from the School of Education. The proposed EdD program delivery format is as an online program.

Enrollment numbers for these programs are obtained from the Office of Institutional Effectiveness (OIE) for the year 2019 and from the UOG Enrollment Dashboard website for the years 2020, 2021, 2022. Dashboard accessed at: <https://www.uog.edu/administration/academic-and-student-affairs/institutional-research.php#Dashboards>

Master of Education in Administration & Supervision – Enrollment Data (student headcount in major/program):

2019 (Fall) Fanuchånan	2020 (SP)	2020 (Fall) Fanuchånan	2021 (SP)	2021 Fall Fanuchånan	2022 SP
14	15	10	10	17	12

Master of Education in Reading (Online Program) – Enrollment Data (student headcount in major/program):

2019 (Fall) Fanuchånan	2020 (SP) Fañomnåkan	2020 (Fall) Fanuchånan	2021 (SP) Fañomnåkan	2021 (Fall) Fanuchånan	2022 (SP) Fañomnåkan
47	24	40	16	41	22

Further:

The proposed program will require at least three (3) full time equivalent (FTE) faculty noted as the core faculty to instruct courses that comprise the program of study, and to fully implement and sustain the operations of the program of study. The credentials for the program faculty include possessing a doctorate degree along with the appropriate experience in the discipline and expertise to instruct specific courses and provide instruction as an online course delivery. Additionally, other faculty with the appropriate experience and expertise will be assigned to the program as needed for instructional purposes as noted in item 4.2, 4.3 in this document. As the program grows, the intention is to have up to four (4) full time equivalent (FTE) faculty assigned to the program.

3.7 Advantages to the college of offering the proposed program.

- Strengths and Opportunities of the proposed EdD in Instructional and Academic Leadership include:
 - 1) Developed based on stakeholder need and interest in the proposed curriculum areas and course offering.
 - 2) Connects to UOG's strategic initiative⁶ (UOG, 2019) to grow as a research university offering advanced professional and doctorate degrees; enhance the student experience; and as a promising source of revenue growth for the institution.
 - 3) Developed to foster scholar-practitioner leadership knowledge and skills development that includes a focus on a Cultural Perspective/Leadership for Cultural Responsiveness Component. See **Appendix 6** Signature Assignment/Activity that will include students' demonstration and assessment of the following three components:

⁶ University of Guam. (2019, November 25). *Para Hulo' Strategic Plan 2019-2024*. Mangilao, GU: University of Guam. Available at: <https://www.uog.edu/parahulo/index>

1. Research to Application Component
2. Scholarly Writing & APA 7th edition Writing Style Component
3. Cultural Perspective/Leadership for Cultural Responsiveness Component
- 4) Developed with a cohort model design, focus on cultivating a Graduate-Culture of Scholar-Practitioners/Academic-Practitioners (See **Appendix 1**) academic learning community and as supported by a mentoring component, and speaker series sessions to further opportunities for doctoral students to build knowledge and opportunities to cultivate a network of academic practitioners, academic professionals.
- 5) Developed with eight (8) key program learning outcomes for students.
 - Further opportunities:
 - Advances the institution's offering of an online degree program.
 - Can serve as a model for the creation of other doctoral programs for the University of Guam.

4. Resources for the Proposed Program

4.1 List of all present faculty members, with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.

The following three current SOE faculty members will serve as the core faculty to initiate and instruct in the proposed EdD program. See **Appendix 10, Faculty Curriculum Vitae**, for the abridged CVs focusing on degrees earned, publications and professional experiences.

- Kathrine Gutierrez, Ph.D., Associate Professor

Dr. Gutierrez was a graduate faculty member for 14 ½ years at another institution, prior to joining the School of Education (SOE) in 2021. She has extensive experience working with graduate students and instructing and mentoring candidates pursuing educational leadership roles such as to become assistant principals, principals, superintendents, and academic faculty members. She has chaired dissertations and served on many dissertation committees. Further, Dr. Gutierrez has varied experiences in online teaching and earned certificates from the Online Learning Consortium (OLC) and recently in year 2021 earned certificates from UOG's Online Teaching Resources (OTR) completing the *Enhance: Certificate in Online Teaching* and the *Faculty Workshop: Moodle Gradebook*. She has worked with several learning management systems (LMS) such as Angel, Desire to Learn (D2L), Canvas, and most recently using Moodle for our institution - University of Guam. Dr. Gutierrez has been active with research and scholarly activities, and has many diverse service role experiences at the national and international educational arenas. She has had involvement in key educational leadership organizations such as the University Council for Educational Administration (UCEA), with service role as a Jackson Scholar Mentor to graduate students in doctoral programs at research institutions. Dr. Gutierrez continues membership with the American Educational Research Association (AERA) and membership with several Special Interest Group's (SIGs) in AERA.

See Appendix 10, for her abridged CV highlighting degrees earned, and academic and professional experiences to include research scholarly activities, online learning certificates earned, and graduate-level courses taught and doctoral committee work.

- Genevieve Leon Guerrero Ph.D., Assistant Professor

Dr. Leon Guerrero holds a Ph.D. in Curriculum and Teaching and has online teaching experience earning certificates from UOG's Online Teaching Resources (Online Teaching Certification I & II) and teaching experience utilizing the University of Guam's Moodle platform, and developing courses for the proposed EdS and EdD programs. Further, she has teaching experience in the Guam Department of Education (GDOE) as a classroom teacher, as a GDOE student supervisor, and prior program coordinator for two federally funded programs. Dr. Leon Guerrero has prior adjunct faculty experience with the University of Guam with over five years teaching hybrid undergraduate, graduate level courses, and course by conference. She has extensive management experiences from her prior roles in a business. Dr. Leon Guerrero has membership with the American Educational Research Association (AERA), Oceania Comparative International Education Society (OCIES), and Association for Supervision and Curriculum Development (ASCD).

See Appendix 10, for Dr. Leon Guerrero's CV highlighting degrees earned, and academic and professional experiences.

- Andrew Grunzke Ph.D., Associate Professor

Dr. Grunzke holds a Ph.D. in Foundations of Education from the School of Teaching and Learning, University of Florida. He has online teaching experience earning certificates from UOG's Online Teaching Resources (Online Teaching Certification I & II) and certificates of completion for the OTR Faculty Workshop: Moodle Gradebook and Faculty Workshop: Screenplay—Scripts for Online Student Engagement. Dr. Grunzke has teaching experience utilizing the University of Guam's Moodle platform and developed two online research courses for the proposed EdD program. Additionally, he was an instructor of record in the doctoral seminar while faculty at Mercer University. He is well-published, having referred publications as scholarly monographs, edited volumes, chapters in an edited volume, journal articles, and book reviews. Further, Dr. Grunzke participates in service to the scholarly community namely as Chair of the Popular Culture Affinity Group, History of Education Society; Member of the Technology Committee, History of Education Society; Reviewer for the History of Education Society; and prior Co-Chair of the Popular Culture Affinity Group, History of Education Society from Summer 2017-2018.

See Appendix 10, for Dr. Grunzke's abridged CV highlighting degrees earned, and academic and professional experiences.

4.2 Number and types of additional faculty and other staff positions, if any, needed to initiate the proposed program.

SOE has an active faculty position announcement, #084-22, for the Advanced Education and Research Services (AERS) Division, with the aim for the faculty hire to support the EdD program.

4.3 Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.

There is a need specifically for faculty to be designated to serve on doctoral committees and teaching of additional course sections as the program evolves with Cohort 1 doctoral students and the launch of a projected 2nd cohort thereafter.

Additional faculty either full-time or adjunct should possess the requisite online training and skills to instruct in the EdD online program and per WSCUC to ensure such faculty are trained to comprehend and execute the required “regular and substantive interaction” in the online instructional modality. Further, a schema to denote doctoral faculty designation to serve as chair and committee member is proposed for consideration to the UOG Office of Academic Excellence, Graduate Studies and Online Learning. The proposed doctoral faculty schema addresses WSCUC criteria to demonstrate what are the institutional expectations for faculty scholarship in a doctoral program and the ratio or number of student advisees to faculty mentor.

4.4 List of courses now offered, by catalog number, title and units of credit needed in the proposed program.

N/A

4.5 List of additional courses not now offered, by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.

- This is a new program and hence, all courses are new courses. **See Appendix 14 Request for New Courses (forms) & Appendix 15 Request for New Online Courses (forms)**

4.6 University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.

- Faculty and students will use existing UOG library learning resources and available databases from the RFK Library, and resources available from the Micronesian Area Research Center. The use of and access to library resources is a requisite for all courses in the doctoral program.

4.7 Plans for developing university library resources in support of the proposed program during the first year of its operation.

- The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the database search websites for resource material (i.e., OneSearch, E-publications available at: <https://www.uog.edu/student-services/rfk-library/>). Recommendations for access and subscriptions to specific online journals will be made on an as need request as the program expands.
- Researching the potential for the library to add an online research resource such as “SAGE research methods” (see: <https://methods.sagepub.com/>) to support the proposed EdD program emphasis of creating and sustaining a graduate culture of academic-practitioners/scholar-practitioners.
- Further, to work collaboratively with partners across the university such as UOG Library and UOG Office of Academic Excellence, Graduate Studies and Online Learning to develop specific web tutorials and research examples, and guidelines for electronic dissertation submission for ETD publication (i.e., ETD submission process/protocols/publication guide).

4.8 Other instructional materials, if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.

- Projected cost for instructional materials and resources for supporting faculty design and delivery of courses to be allotted at up to \$2,000 for each year 1 and year 2, and up to \$1,800 for each year, years 3 – 5, of operating the program.
- Further, to work collaboratively with partners across UOG such as the Office of Research and Sponsored Programs, and the Office of Academic Excellence, Graduate Studies and Online Learning for institutional readiness for IRB protocol/application process for screening request for research approval for doctoral dissertation (i.e., expedited review process timeline).

4.9 Special classrooms, laboratories and other capital outlay facilities, if any, needed in support of the proposed program, itemized and arranged by dates for the first five years of operating program.

- None at this time. Program is an online program of study. The delivery of the courses will be through Moodle – UOG’s current online learning management system (LMS). Program needs will be assessed in year one and further to determine specific needs as arises to support the program.

Appendix 1

Graduate-Culture Statement

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Appendix 2

Curriculum Map
EdD PLOs to Courses

Proposed: Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

School of Education
University of Guam/Unibetsedåt Guåhan

Proposed EdD PLOs

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one’s profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

	Year 1						Year 2								Year 3					Year 4		
	ED 7000	ED 7001	ED 7002	ED-R 8000	ED 7003	ED-R 8001	ED 7005	ED-R 8002	ED 7008	ED 7009	ED 7007	ED-R 8004-Elec.	ED-R 8005-Elec.	ED-R 8006-Elec.	ED 7012	ED-R 8003	ED 7013	ED-DR 7014	ED-DR 7015	ED-DR 7016	ED-DR 7017	ED-DR 7018
PLO 1	I	I	I	I	I	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP
PLO 2	I	I	I	I	I	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP
PLO 3	I	I	I		R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP		R, AP	R, AP	M, AP	R, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP
PLO 4	I	I	I	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP
PLO 5	I	I	I	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP
PLO 6			I	I		I	I	I		R, AP	R, AP	R, AP		R, AP	R, AP	R, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP
PLO 7			I		I	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	R, AP	M, AP	M, AP	M, AP	M, AP	M, AP	M, AP
PLO 8						I		I			I	R, AP	R, AP	R, AP		R, AP			R, AP	M, AP	M, AP	M, AP

*Introduced (I), Reinforced (R), Mastered (M), Proposed Application to Practice (AP)
Introduced: To become informed and familiar with the PLO through several courses’ content and activities, before the PLO is reinforced and with an emphasis on application to practice.

Foundation Courses are highlighted in magenta, ED 7000, 7001, 7002, 7003
Research Course are highlighted in yellow, EDR 8000, 8001, 8002, 8003; Required Elective, to select one (1) course, EDR 8004E, 8005E, and 8006E.
Concentration Courses are highlighted in blue, 7005, 7007, 7008, 7009. 7012, 7013
Candidacy and Dissertation Courses are highlighted in green, ED-DR 7014, 7015, 7016, 7017, 7018.

Proposed EdD, Instructional and Academic Leadership
Course Sequence

Year 1	
ED 7000	Introduction Seminar for the EdD
ED 7001	Contemporary Issues and Problems in Education
ED 7002	Theories for Leadership and Organization
ED-R 8000	Scholarly Literature Review
ED 7003	Diversity, Ethics, and Leadership for Educational and Organizational Contexts
ED-R 8001	Qualitative Research Methodology

Year 2	
ED 7005	Instructional and Visionary Leadership
ED-R 8002	Quantitative Research Methodology
ED 7008	Financial Resources and Building Instructional Capacity
ED 7009	Strategic Planning & Leadership
ED 7007	Program Evaluation and Data for Evidence-Based Performance

Elective(s):	[Choose 1 Advanced Research Course]
ED-R 8004	Critical Literature Review (E)
ED-R 8005	Advanced Qualitative Research (E)
ED-R 8006	Advanced Quantitative Research (E)

Year 3	
ED 7012	Education Policy & Change
ED-R 8003	Research Design, Data Collection, and Analysis
ED 7013	Leadership and Learning for the Western Pacific Region and Global Arena
ED-DR 7014	Candidacy Advancement
ED-DR 7015	Dissertation Proposal

Year 4	
ED-DR 7016	Dissertation Research Beginnings
ED-DR 7017	Dissertation Research Advance
ED-DR 7018	Dissertation Research Final

Appendix 3

EdD Program of Study

Proposed: Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

School of Education
University of Guam/Unibetsedåt Guåhan

Proposed program: Doctor of Education (EdD)
concentration in *Instructional & Academic Leadership* [60 credit hours]

<p style="text-align: center;"><u>Foundation</u> 4 courses at 3 = 12 <u>[12 credits]</u></p>	<p style="text-align: center;"><u>Research</u> 5 courses/15 credits: (3 Intro Research courses) (1 Advanced Research) (1 Research Design course) <u>[15 credits]</u></p>	<p style="text-align: center;"><u>Concentration courses in:</u> <i>Instructional & Academic Leadership</i> 6 concentration courses /18 credits <u>[18 credits]</u></p>	<p style="text-align: center;"><u>Dissertation</u> <u>[5 = 15 credits]</u> <u>1 Candidacy course</u> <u>1 Proposal course</u> <u>Dissertation Course Series (3)</u></p>
<ol style="list-style-type: none"> 1. ED 7000 Introduction Seminar for the EdD 2. ED 7001 Contemporary Issues and Problems in Education and Organizations 3. ED 7002 Theories for Leadership and Organizations 4. ED 7003 Diversity, Ethics, and Leadership for Educational and Organizational contexts 	<p>Intro Research Courses Three (3) Required</p> <ol style="list-style-type: none"> 1. ED-R 8000 Scholarly Literature Review 2. ED-R 8001 Qualitative Research Methodology 3. ED-R 8002 Quantitative Research Methodology <p><u>Students are to select one (1) Advanced Research course from the following electives:</u></p> <ul style="list-style-type: none"> • ED-R 8004 Critical Literature Review • ED-R 8005 Advanced Qualitative Research • ED-R 8006 Advanced Quantitative Research <p>Research Design one (1) required:</p> <ol style="list-style-type: none"> 1. ED-R 8003 Research Design, Data Collection and Analysis 	<ol style="list-style-type: none"> 1. ED 7005 Instructional and Visionary Leadership 2. ED 7007 Program Evaluation and Data for Evidence-Based Performance 3. ED 7008 Financial Resources and Building Instructional Capacity 4. ED 7009 Strategic Planning & Leadership 5. ED 7012 Education Policy & Change 6. ED 7013 Leadership and Learning for the Western Pacific Region and Global Arena 	<p><u>Candidacy Exam:</u></p> <ol style="list-style-type: none"> 1. Candidacy Advancement (8 weeks) ED-DR 7014 <p><u>Proposal:</u></p> <ol style="list-style-type: none"> 2. Dissertation Proposal (12 weeks) ED-DR 7015 <p><u>Dissertation Series:</u></p> <ol style="list-style-type: none"> 3. Dissertation Research Beginnings (12 weeks) ED-DR 7016 4. Dissertation Research Advance (12 weeks) ED-DR 7017 5. Dissertation Research Final (12 weeks) ED-DR 7018

Appendix 4

Admissions & Continuing Requirements

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

Doctor of Education (EdD) in *Instructional & Academic Leadership*

School of Education

ADMISSIONS AND CONTINUING REQUIREMENTS (proposed)

Admission Procedures

- Application to the University of Guam, Graduate Admissions Office.
- Submit all official transcripts from undergraduate and graduate institutions, noting conferral of degree, from an accredited U.S. Institution or from a recognized foreign institution, sent directly to the University of Guam, Graduate Admissions Office.

Application materials and process for the EdD program:

Part 1: Complete application to the EdD program will include:

- A completed graduate student admission application to the University of Guam, Graduate Admissions Office; to include all official transcripts.
- Earned a master's degree in education or education discipline (or related leadership degree to the EdD program of study), and a minimum 3.0 cumulative graduate GPA on a 4.0 scale.
- Professional resume or curriculum vitae
- Statement of Interest (approximately 2 pages) denoting your professional goals, teaching and/or leadership experiences, interest in post-master's study and the EdD in Instructional and Academic Leadership program.
- Academic Writing Sample: such as, a written assignment/paper from a master's course, an excerpt from a thesis, or provide a written response (approximately 3-5 pages) to the writing prompt noted in the application link.
- Three (3) Letters of Recommendation: Two (2) from current or former employers; One (1) from faculty from your master's program (i.e., faculty for master's courses taken or graduate faculty advisor, thesis chair, thesis committee member).

Part 2: Interview process

- Based on review of completed application materials, an applicant may be invited for an interview as part of the admission process for consideration to be accepted into the EdD program.

Cohort System

The EdD in Instructional and Academic Leadership program is structured following a cohort system. Students who are admitted will be part of a cohort.

CONTINUING REQUIREMENTS

Maintain 3.0 GPA or higher for all coursework in the EdD program. The School of Education is responsible for the academic advisement of its EdD students. Students will be required to maintain an online, electronic portfolio. The portfolio will be used as a basis for assessment and advisement throughout the EdD program of study and will be closely monitored at major decision points such as beginning of program, midpoint, and near end of program.

Advancement to Candidacy Requirement:

Students will be eligible for candidacy consideration upon completion of major coursework with a 3.0 GPA or higher. Upon successful completion of the foundation courses, research courses, and concentration courses, and with a minimum 3.0 GPA in the EdD program, the student is eligible to enroll in the Candidacy Advancement course with approval from the student's EdD program advisor/chair and the dissertation committee.

Students must enroll in 3 credits of candidacy advancement to work on the advancement to candidacy examination. The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation. Advancement to candidacy allows students to begin the dissertation proposal process.

Dissertation Requirement:

All students must complete a dissertation and successfully defend the dissertation. Upon designation as a *doctoral candidate*, a student is eligible to enroll in the first of four courses of the dissertation coursework sequence. Each dissertation course is a 3-credit hour course and a 12-week course.

COURSE CREDIT HOURS & COURSE FORMAT

- 3 credit hours for all courses in the program, to include dissertation courses. Note: courses offered in an 8-week online format with the exception of dissertation courses to be offered in a 12-week online format.
- 1 – 2 credit hours for continuation of any dissertation course or continuance of candidacy advancement course. *Continuance will be in 2-week blocks/timeframe and upon approval of the EdD program committee.

Grading System and Minimum Course Grade Requirements

- EdD program will follow the current UOG Graduate Bulletin grade scale of A+ to F.
- The final course grade for academic satisfactory performance is between a grade A+ to a grade B for the EdD program.
- Students must maintain a minimum 3.0 GPA in the EdD program throughout the entire program of study.

Retaking of course

- Students who attain a final course grade C+ or below will be required to retake the course. Students must earn the minimum “B” grade upon retake in order to continue and remain in the EdD Program and to uphold the required minimum 3.0 GPA in the program.
- Students who earn a grade of C+ or below upon retaking a course are subject to dismissal from the EdD Program.

PROGRAM REQUIREMENTS FOR GRADUATION

Timeline for Degree Completion:

- EdD program will follow the UOG Graduate Bulletin (bulletin in force) at the time of students’ admittance into the EdD Program. Thus, “Students will be allowed seven calendar years of continuous enrollment from their first enrollment at the University of Guam to the date of certification of completion of degree requirements for the major to fulfill degree requirements of the bulletin in force at the time of entrance.” (UOG, 2021-2022 Undergraduate Catalog & Graduate Bulletin, p. 568)

Appendix 5

Course Schedule/Course Sequence

**Proposed: Doctor of Education in Instructional and Academic
Leadership
(EdD in Instructional and Academic Leadership)**

**School of Education
University of Guam/Unibetsedåt Guåhan**

EdD Cohort Course Sequence and Timeline (A)

Spring 2023 FANUCHĀNAN	Summer 2023 FINAKPO'	Fall 2023 FAÑOMNĀKAN	Spring 2024 FANUCHĀNAN	Summer 2024 FINAKPO'	Fall 2024 FAÑOMNĀKAN
		<p>*EdD Projected Launch Fall 2023* The following courses for the EdD 1st Cohort:</p> <p>ED 7000 Introduction Seminar</p> <p>ED 7001 Contemporary Issues and Problems in Education</p>	<p>ED 7002 Theories for Leadership And Organization</p> <p>ED- R 8000 Scholarly Literature Review</p>	<p>ED 7003 Diversity, Ethics, and Leadership for Educational and Organizational contexts</p> <p>ED-R 8001 Qualitative Research Methodology</p>	<p>ED 7005 Instructional and Visionary Leadership</p> <p>ED-R 8002 Quantitative Research Methodology</p>

Continuation of EdD Cohort Course Sequence and Timeline (A)

Spring 2025 FANUCHĀNAN	Summer 2025 FINAKPO'	Fall 2025 FAÑOMNĀKAN	Spring 2026 FANUCHĀNAN	Summer 2026 FINAKPO'	Fall 2026 FAÑOMNĀKAN
<p>ED 7008 Financial Resources and Building Instructional Capacity</p> <p>ED 7009 Strategic Planning & Leadership</p>	<p>ED 7007 Program Evaluation and Data for Evidence-Based Performance</p> <p>ED-R 8003 Critical Literature Review</p> <p>ED-R 8004 Advanced Qualitative Research</p> <p>ED-R 8005 Advanced Quantitative Research</p>	<p>ED 7012 Education Policy & Change</p> <p>ED-R 8006 Research Design, Data Collection and Analysis</p>	<p>ED 7013 Leadership and Learning for the Western Pacific Region and Global Arena</p> <p>Candidacy Advancement (8 weeks) ED-DR 7014 *3 sections at max 6 students enrollment</p>	<p>Candidacy Advancement (8 weeks) ED-DR 7014 *2 sections at max 6 students enrollment</p> <p>Dissertation Proposal (12 weeks) ED-DR 7015 *3 sections at max 6 students enrollment</p>	<p>Dissertation Proposal (12 weeks) ED-DR 7015 *2 sections at max 6 students enrollment</p> <p>Dissertation Research Beginnings (12 weeks) ED-DR 7016 *2 sections at max 6 students enrollment</p>

Continuation of EdD Cohort Course Sequence and Timeline (A)

Spring 2027 FANUCHĀNAN	Summer 2027 FINAKPO'	Fall 2027 FAÑOMNĀKAN	Spring 2028 FANUCHĀNAN	Summer 2026 FINAKPO'	Fall 2026 FAÑOMNĀKAN
Dissertation Research Beginnings (12 weeks) ED-DR 7016 2 sections Dissertation Advance (12 weeks) ED-DR7017 2 sections	Dissertation Advance (12 weeks) ED-DR7017 2 sections Dissertation Research Final (12 weeks) ED-DR 7018 2 sections	Dissertation Advance (12 weeks) ED-DR7017 Dissertation Research Final (12 weeks) ED-DR 7018	Dissertation Research Final (12 weeks) ED-DR 7018		

Note: The EdD Course Sequence is designed as an Online OLL, 8-week format for courses, and the dissertation courses ED-DR will run in a 12-week format, predicated upon program approval. Course offering may be out of sequence to the traditional or Term A/Term B academic calendar as informed by the Office of Admissions and Records. An out of sequence schedule has been implemented by other program(s) at our university.

EdD Cohort Course Sequence and Timeline (B)

Spring 2023 FANUCHÅNAN	Summer 2023 FINAKPO'	Fall 2023 FAÑOMNÅKAN	Spring 2024 FANUCHÅNAN	Summer 2024 FINAKPO'	Fall 2024 FAÑOMNÅKAN
			<p>*EdD Projected Launch Spring 2024* The following courses for the EdD 1st Cohort:</p> <p>ED 7000 Introduction Seminar</p> <p>ED 7001 Contemporary Issues and Problems in Education</p>	<p>ED 7002 Theories for Leadership And Organization</p> <p>ED-R 8000 Scholarly Literature Review</p>	<p>ED 7003 Diversity, Ethics, and Leadership for Educational and Organizational contexts</p> <p>ED-R 8001 Qualitative Research Methodology</p>

Continuation of EdD Cohort Course Sequence and Timeline (B)

Spring 2025 FANUCHÅNAN	Summer 2025 FINAKPO'	Fall 2025 FAÑOMNÅKAN	Spring 2026 FANUCHÅNAN	Summer 2026 FINAKPO'	Fall 2026 FAÑOMNÅKAN
<p>ED 7005 Instructional and Visionary Leadership</p> <p>ED-R 8002 Quantitative Research Methodology</p>	<p>ED 7008 Financial Resources and Building Instructional Capacity</p> <p>ED 7009 Strategic Planning & Leadership</p>	<p>ED 7007 Program Evaluation and Data for Evidence-Based Performance</p> <p>ED-R 8003 Critical Literature Review EDR choose one (8003, 8004, 8005)</p> <p>ED-R 8004 Advanced Qualitative Research</p> <p>ED-R 8005 Advanced Quantitative Research</p>	<p>ED 7012 Education Policy & Change</p> <p>ED-R 8006 Research Design, Data Collection and Analysis</p>	<p>ED 7013 Leadership and Learning for the Western Pacific Region and Global Arena</p> <p>Candidacy Advancement (8 weeks) ED-DR 7014 *3 sections at max 6 students enrollment</p>	<p>Candidacy Advancement (8 weeks) ED-DR 7014 *2 sections at max 6 students enrollment</p> <p>Dissertation Proposal (12 weeks) ED-DR 7015 *3 sections at max 6 students enrollment</p>

Continuation of EdD Cohort Course Sequence and Timeline (B)

Spring 2027 FANUCHĀNAN	Summer 2027 FINAKPO'	Fall 2027 FAÑOMNĀKAN	Spring 2028 FANUCHĀNAN	Summer 2026 FINAKPO'	Fall 2026 FAÑOMNĀKAN
Dissertation Proposal (12 weeks) ED-DR 7015 *2 sections at max 6 students enrollment Dissertation Research Beginnings (12 weeks) ED-DR 7016 *2 sections at max 6 students enrollment	Dissertation Research Beginnings (12 weeks) ED-DR 7016 2 sections Dissertation Advance (12 weeks) ED-DR7017 2 sections	Dissertation Advance (12 weeks) ED-DR7017 2 sections Dissertation Research Final (12 weeks) ED-DR 7018 2 sections	Dissertation Advance (12 weeks) ED-DR 7017 Dissertation Research Final (12 weeks) ED-DR 7018	Dissertation Research Final (12 weeks) ED-DR 7018	

Note: The EdD Course Sequence is designed as an Online OLL, 8-week format for courses, and the dissertation courses ED-DR will run in a 12-week format, predicated upon program approval. Course offering may be out of sequence to the traditional or Term A/Term B academic calendar as informed by the Office of Admissions and Records. An out of sequence schedule has been implemented by other program(s) at our university.

Appendix 6

Signature Assignment/Activity Rubric

**Proposed: Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)**

**School of Education
University of Guam/Unibetsedåt Guåhan**

Signature Assignment/Course Activity

Each course in the EdD Program of Study noted as Foundation courses, Research courses, and Concentration courses have a signature activity unique to three expectations that align to the program learning outcomes and extend to UOG's graduate institutional learning outcomes.

The Signature Assignment/Course Activity will include students' demonstration and assessment of the following three components:

- Research to Application Component
- Scholarly Writing & APA 7th* edition Writing Style Component [note:*the most recent edition will be followed]
- Cultural Perspective/Leadership for Cultural Responsiveness Component

Signature Assignment/Course Activity Rubric

EdD PLOs	Core Components and Criteria	No Points Unsatisfactory	+1 point Marginal	+ 2 points Acceptable	+3 points Excellent
<p>PLO #1 Use research and data to inform leadership roles and decision-making on issues in a variety of K-20 educational contexts.</p> <p>PLO #2 Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.</p> <p>PLO #5 Know and adhere to professional ethics and standards that guide one's profession and organization.</p> <p>PLO #6 Critique scholarship/research appropriate to the discipline.</p> <p>PLO #7 Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.</p>	<p>Research to Application <u>Criteria:</u> Students must demonstrate research to application connection for an identified problem in practice as aligned to the course topic/focus. Students must analyze, critique, and apply scholarship/empirical research reviewed to support the topic focus of their writing.</p>	Not provided or addressed in the paper and presentation.	Unelaborated or poorly elaborated narrative that did not provide clear description of the research to application connection of the problem in practice.	Narrative described and anchored the topic focus supported by research to application of the problem in practice. The writing incorporated a few scholarship/empirical research reviews and citations to support topic focus and writing claims/stance.	Narrative described and anchored the topic focus supported by research to application of the problem in practice. The writing incorporated several scholarship/empirical research reviews and citations to support topic focus and writing claims/stance. The scholarship/empirical research cited was analyzed, critiqued, and described to support and justify writing claims/stance to the topic focus.

EdD PLOs	Core Components and Criteria	No Points Unsatisfactory	+1 point Marginal	+ 2 points Acceptable	+3 points Excellent
<p>PLO #4 Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.</p> <p>PLO #5 Know and adhere to professional ethics and standards that guide one's profession and organization.</p> <p>PLO #7 Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.</p>	<p>Scholarly Writing & APA 7th edition* <u>Criteria:</u> Students must demonstrate inclusion of scholarship and use/make citations to scholarship, empirical literature, and sound best practices to support their writing claims/stance. Adherence to APA 7th edition writing style is a must.</p>	<p>Paper did not cite evidence of scholarship, empirical literature, and no connection to sound best practices to support the writing claims/stance; and/or the paper did not follow APA 7th edition writing style.</p>	<p>Majority of sources cited in the paper were not evidence of scholarship, empirical literature to support the writing claims/stance; and/or the paper did not follow APA 7th edition writing style. Overall writing was not well organized, was not coherent and writing had several grammatical errors.</p>	<p>Paper did not completely follow APA 7th edition writing style. Paper included scholarship/empirical literature and best practices but writing needs to be improved for clarity and flow of ideas. Writing had some grammatical errors.</p>	<p>Paper had inclusion of several sources of scholarship and citations to scholarship, empirical literature, and sound best practices to support the writing claims/stance. Adherence to APA 7th edition writing style was evident. Overall writing was clear and well-organized thoughts. Writing had few to no grammatical errors.</p>

EdD PLOs	Core Components and Criteria	No Points Unsatisfactory	+1 point Marginal	+ 2 points Acceptable	+3 points Excellent
<p>PLO #3 Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.</p> <p>PLO #4 Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.</p> <p>PLO #5 Know and adhere to professional ethics and standards that guide one's profession and organization.</p> <p>PLO #6 Critique scholarship/research appropriate to the discipline.</p> <p>PLO #7 Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.</p>	<p>Cultural Perspective/Leadership for Cultural Responsiveness</p> <p><u>Criteria:</u> Paper focus and ideas were anchored to elements of a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills. Narrative made clear the connection to diverse cultures and the cultural community context guiding the leadership role and service leadership role. Narrative included scholarship and best practices evidence of enacting leadership for cultural responsiveness.</p>	Not provided or addressed in the paper and presentation.	Unelaborated or poorly elaborated narrative that did not provide clear description of the cultural perspective/leadership for cultural responsiveness component.	Narrative did not completely connect the topic focus to elements of a cultural awareness and understanding of cultural practices to advance application of leadership knowledge and skills. The writing still needs more rich description to make clear the connection to diverse cultures and the cultural community context guiding the leadership role and service leadership role. Narrative included a few scholarship and best practices evidence of enacting leadership for cultural responsiveness.	Paper focus and ideas were anchored to elements of a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills. Narrative made clear the connection to diverse cultures and the cultural community context guiding the leadership role and service leadership role. Narrative included several scholarship and best practices evidence of enacting leadership for cultural responsiveness.

EdD PLOs: Upon completion of the EdD program, graduates will demonstrate skills to include:

1. **Use** research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. **Identify** and **analyze** problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. **Demonstrate** leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. **Communicate effectively, orally and in writing**, about educational issues with a network of academic practitioners and the community.
5. **Know** and **adhere** to professional ethics and standards that guide one's profession and organization.
6. **Critique** scholarship/research appropriate to the discipline.
7. **Apply** appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. **Design, plan, and execute** a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

Appendix 7

Course Syllabi

for

Proposed EdD

**Proposed: Doctor of Education in Instructional and Academic
Leadership**
(EdD in Instructional and Academic Leadership)

School of Education
University of Guam/Unibetsedåt Guåhan

Syllabi
New Courses
Proposed EdD

Foundation Courses

Course No. and Title:

ED 7000 Introduction Seminar for the EdD

Section Information

Section: 001

Course Delivery Mode: OLL – Online Learning course

8-week online course: asynchronous primary with two synchronous sessions

Instructor Information/Section 001

Instructor's Name: Kathrine Gutierrez, Ph.D.

Email Address: gutierrezk@triton.uog.edu

Office Location: School of Education, University of Guam

Office Hours: TBA & by appointment

COURSE DESCRIPTION**Introduction Seminar for the EdD (3 credits)**

Course description/focus topics: This is a required first course that will cover an overview/orientation of the EdD program of study, requirements and sequencing of events or degree milestones. The candidacy requirement, mentoring component, and speaker series will be discussed; and to include an overview of learning supports and resources. Further, students will explore an initial research topic and connection to the cultural context and one's leadership identity.

COURSE INFORMATION**Technology Prerequisites:**

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the “Student Corner” in Moodle and review the helpful tutorials. Note: The “Student Corner” icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:

<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:

<http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirements noted in Moodle. It is highly suggested that you read in advance given the pace of our 8-week learning sessions. Committed weekly participation is required in the asynchronous sessions per the assignments and activities required for the week.

Online Netiquette* (*means Internet Etiquette - A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Content/Course Goals:

- This seminar course serves as the gateway course for the EdD program. Students, as part of a cohort learning community, will take this introduction/orientation to the EdD Program of Study. Key program information will be discussed, and communication and writing activities are part of this course to develop a doctoral culture of understanding and applying research to practice.

Student Learning Objectives/Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Understand the requirements for the EdD program of study.
2. Describe an initial research focus/topic of interest.
3. Explain the cultural context of the leadership practice.
4. Express one's leadership identity and focus.
5. Establish and participate in a cohort writing group.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Artifacts/ Assessments	EdD Program Learning Outcomes (PLOs)	Institutional Graduate Learning Outcomes (IGLOs)
1	participate in class discussions to support a cohort learning community; weekly learning community online communication posts per the cohort writing group activities.	1, 2, 3, 4, 5	1-5
2	research diagram and written document on initial research focus/topic of interest.	1,2,4	1,3,4,5
3	weekly learning community online communication posts per the cohort writing group activities; written document describing the cultural context of the leadership practice.	3,4,5	3,4,5
4	weekly learning community online communication posts per the cohort writing group activities; written document describing one's leadership identity and focus.	3,4,5	3,4,5
5	participate in class discussions to support a cohort learning community; weekly learning community online communication posts per the cohort writing group activities; participate in Speaker Series session.	3,4,5	3,4,5

COURSE MATERIALS

REQUIRED READING MATERIAL:

- 1) This course will have students review and read the EdD information packet.
- 2) Students will be required to access articles from peer-reviewed academic journals using the UOG RFK Library System.

Optional Texts to Consult: TBA

Supplemental:

Additional learning information and resources (i.e., posted by instructor) per weekly module.

FYI Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

ACCESS STATEMENT FOR OLL-DELIVERED COURSE:

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION

Course Grade Scale (Letter & Percent)

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%

B- 80-82%

C+ 77-79%: Below mastery and competency of course material.

C 70-76%: Below mastery and competency of course material.

F <70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

Online Course Participation and Work Submission Due Dates

Online Course Presence and Participation:

Students are expected to participate in weekly asynchronous course activities and encouraged to attend synchronous sessions noted for additional learning engagement opportunities.

Work Submission Due Dates and Extension Requests:

All course activities are expected to be submitted on the stated due date. Given the course is in an 8-week timeline, it is imperative that students stay up-to-date on the weekly module activities and submissions. Request for extensions will be considered based on individual circumstances (i.e., emergencies).

Course Assessment/Assignments & Grade Percentages

- | | |
|-----|--|
| 5% | participate in the two synchronous (or onsite option) class sessions and speaker series session. |
| 20% | weekly learning community online communication posts per the cohort writing group activities. |
| 25% | submission of research diagram and written document on initial research focus/topic of interest. |
| 25% | written document describing the cultural context of the leadership practice.
[Signature Assignment] |
| 25% | written document describing one's leadership identity and focus. |

Policy Statements and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee.

Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

Course Topics by Weekly Module (or Unit)

Module 1: About the EdD and Introducing our Cohort learning community& Speaker Series

Module 2: Mentoring activity and cohort writing group

Module 3: The 3 R's: Research, Resources and References

Module 4: Research Focus/Topic

Module 5: Cultural Context, Connection to Practice and Community

Module 6: Leadership Identity and Focus

Module 7: Research Presentations

Module 8: Mapping your EdD journey ahead

Course Calendar: Modules, Readings, Assignments

Module 1: About the EdD and introducing our cohort learning community & Speaker Series

<u>Week 1</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
<u>(date)</u>	<ul style="list-style-type: none">• Readings TBA on Moodle Assignments/Activities: <ul style="list-style-type: none">• Getting started in Moodle – post response activity, day 1 of the week.• Meeting with learning community – end of week synchronous (or onsite option) meeting for overview of EdD program and doctoral process essentials, and discussion working session, & Speaker Series introduction. Refer to visual [to be posted in Moodle].• Complete initial research interest (concept map activity template) and cultural context interest activity – due midweek before meeting with learning community.	1, 2, 3, 4, 5

Module 2: Mentoring activity and cohort writing group

<u>Week 2</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Reading TBA Assignments/Activities: <ul style="list-style-type: none">• Small group threaded discussion post.• Critical professional friend writing and response activity.	3, 5

Module 3: The 3 R's: Research, Resources and References

<u>Week 3</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Reading, TBA on the importance of using research to support your writing claims. Assignments/Activities: <ul style="list-style-type: none">• Online research and reference search annotation activity. Due end of week.• Post and response writing group activity. Due end of week.	2, 3, 5

Module 4: Research Focus/Topic

<u>Week 4</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Reading TBA Assignments/Activities: <ul style="list-style-type: none">• Topic brainstorming activity with connection to addressing a need in practice, and topic concept map activity.• Response and post critical professional friend activity to topic writing. Due end of week.	2, 3, 5

Module 5: Cultural Context, Connection to Practice and Community

<u>Week 5</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Reading TBA Assignments/Activities: <ul style="list-style-type: none">• Space, Place, People and Community – knowing and articulating the cultural context. Reflection and writing activity due beginning of next week.• Importance of Cultural Understanding for Leadership Practice. Reflection activity and post.• Understanding and describing and respecting the cultural context of the community for leading and working in partnership with stakeholders. Small group activity reflection and post. Due end of the week.	2, 3, 5

Module 6: Leadership Identity and Focus

<u>Week 6</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Reading TBA Assignments/Activities: <ul style="list-style-type: none">• Complete one to two-page narrative on leadership identity and focus. Due end of week.• Add key concepts to your learning matrix (template to be provided).	3, 4

Module 7: Research Presentations

<u>Week 7</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Reading TBA Assignments/Activities: <ul style="list-style-type: none">• 5 minute Ignite* presentation on your initial research topic, the cultural context, and leadership identity. Guiding template and sample will be provided in Moodle.	2, 3, 4, 5

Module 8: Mapping your EdD journey ahead

<u>Week 8</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Reading TBA• Reading – Review the Doctoral/Dissertation Handbook Assignments/Activities: <ul style="list-style-type: none">• Complete the learning matrix per the questions and sections in the template. Respond and post to your cohort writing group by mid-week per the activity instructions.• Synchronous Meeting (or onsite option) end of week with instructor and cohort learning community. Reflection and discussion share out activity on “mapping your EdD journey ahead” and building the doctoral culture of research to practice application. Speaker Series Session included.	1, 2, 3, 4, 5

Course No. and Title:**ED 7001 Course: Contemporary Issues & Problems in Education****Section Information**

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Genevieve Leon Guerrero, PhD

Email Address: gen.lg@triton.uog.edu

Office Location: UOG, SOE

Office Phone: (671) 688-2426 (text)

Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

Hafa Adai Tritons! As your professor I offer my teaching and skillsets as a curriculum specialist and master teacher of evidence-based research are critical to building teaching pedagogy. As future or current administrators, as you shape your professional narrative to building as problems solvers who with data-driven, scholarly based practices, and cultural mindset for balanced school leadership to support district goals, mentors for teaching pedagogy, and narrow the student academic achievement deficit in your school site.

COURSE DESCRIPTION

Contemporary Issues and Problems (3 credits)

This course will explore and examine educational issues and problems in practice as informed by evidence with consideration of the organizational and cultural context to inform the landscape of understanding and respond to issues and problems.

COURSE INFORMATION**Technology Prerequisites:**

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the “Student Corner” in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG’s Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course. Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study. The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirement noted in Moodle. It is highly suggested that you read in advance given the pace of 8-week learning sessions. Your time management skills are essential to maximize the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Understand theories of leadership and organization that are best aligned with your educational issue or challenge.
2. Examine educational or higher academic datasets highlighting the school site problem to practice.
3. Create a draft outline and informational overview for faculty development of an educational challenge utilizing educational or higher academic data collection, literature synthesis, and reflection strategies for united faculty recommendations.
4. Create a literature review of a school setting with similar challenges such as recruitment, retention, diversity, social-emotional learning, inclusion, and culturally responsive curriculum using archival data specific to respond to school stakeholders.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcome (SLOs)	Assessment Method(s)	Program Learning Outcomes for Students (PLOs)	Institutional Graduate Learning Outcomes (IGLOs)
1	Research Paper	1	3
2	Research Paper	1	3
4	Annotated Bibliography (2) Discussion Post	1	3
4	PowerPoint Presentation	1	3
3	Outline Professional Development Agenda; Discussion Post	1	3
3	Draft Research Paper; Critical Friend Review	1, 2, 5	3
4	Change Matrix, Discussion Post	4	3
4	Research Paper and Professional Development Agenda for Stakeholders	3,4, 5	2, 3

COURSE REQUIREMENTS:**Course Material(s):**

Bulter, T. (2021). *School leadership learner-centered leadership in times of crisis*. Coppell, TX: Bulter Leadership Consulting.

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Sage Publications.

Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION

Course Grade Scale (Letter & Percent)

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

Assessments/Assignments and Grade Percentage

1. Mini Research Papers 20%
2. Critical Friend Review 10%
3. Outline, Professional Development Agenda 10%
4. Annotated Bibliographies 25%
5. Discussion Posting 10%
6. Professional Development Plan 25% [Signature Assignment]

ASSIGNMENT DESCRIPTIONS

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.

Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright,

trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

WEEK 1/ Module 1: Explore the research strategies and focused terminology, access library resources and database(s) to access scholarly literature. Examination of scholarly literature review and similarities and distinctions of literature.

Activities & Assignments Target SLOs 1; PLO 1

- Mini Research Paper

WEEK 2/ Module 2: Curate additional literature review of empirical research literature components.

Activities & Assignments Target SLOs 2; PLO 1

- Mini Research Paper

WEEK 3/ Module 3: Utilize a literature review instrument to support multiple literature review to support literature review organizational skills.

Activities & Assignments Target SLOs 4; PLO 1

- Annotated Bibliography (2), Discussion Post

WEEK 4/ Module 4: Development of research strategies for depth of additional resources of theoretical and/or conceptual framework of the problem of interest.

Activities & Assignments Target SLOs 4; PLO 1

- PowerPoint Presentation

WEEK 5/ Module 5: Examination of an extension of subtopics associated with the problem of practice.

Activities & Assignments Target SLOs 3; PLO 1

- Outline Professional Development Agenda, Discussion Post

WEEK 6/ Module 6: Curate a range of empirical research literature of essential components in an annotated bibliography.

Activities & Assignments Target SLOs 3; PLO 1, 2, 5

- Draft Research Paper, Critical Friend Review

WEEK 7/ Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer.

Activities & Assignments Target SLOs 4; PLO 4

- Change Matrix, Discussion Post

WEEK 8/ Module 8: Synthesize a range of scholarly literature to create a scholarly narrative of a problem in practice.

Activities & Assignments Target SLOs 4; PLO 3, 4, 5

- Signature Research Paper and Professional Development Agenda

ED 7002 Theories for Leadership and Organizations

Instructor's Name: Kathrine Gutierrez, Ph.D.
Email Address: gutierrezk@triton.uog.edu
Office Location: School of Education, University of Guam
Office Hours: TBA & by appointment

Course Webpage: <https://moodle.uog.edu/> (Moodle)

Course Duration and Course Format:

8-week online asynchronous

Course Description:

Theories for Leadership and Organizations (3 credits)

This course will cover leadership and organizational theories and frameworks useful to resolve and reframe problems and issues in educational and organizational contexts. Students will examine their own leadership orientation/schema and engage in reframing leadership roles in real settings and diverse contexts.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:

<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:

<http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirements noted in Moodle. It is highly suggested that you read in advance given the pace of our 8-week learning sessions. Committed weekly participation is required in the asynchronous sessions per the assignments and activities required for the week.

Online Netiquette* (*means Internet Etiquette - A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Understand and define what is “leadership” and in relation to the educational or organizational context.
2. Describe leadership theories applicable to resolving or reframing problems and issues in practice and demonstrate this knowledge via case analysis application of theories in practice.
3. Describe the four perspectives of understanding organizations and apply the perspectives to resolve and reframe problems and issues in educational and organizational contexts.
4. Understand and describe one’s leadership lens or perspective to engage in reframing leadership roles in real settings and diverse contexts.
5. Review and critique scholarly journal articles to inform your leadership perspective and decision making in practice.
6. Understand and define your “leadership signature – leadership identity” in relation to the community and cultural context of the educational or organizational setting.
7. Prepare a presentation that articulates your “leadership signature – leadership identity” and in relation to community and cultural context and a problem in practice.
8. Develop and prepare a written mini paper of *your* leadership story and *your* leadership action plan.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam’s Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG’s Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity.	2,3,4	1, 3, 4, 5
2	Weekly online course activities: i.e.,	1,2,3,4, 6	1, 3, 4, 5

	discussion posts, specific module learning activities; and application activity.		
3	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity.	1,2,3,4, 6,7	1, 3, 4, 5
4	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity.	1,2,3,5	1, 3, 4, 5
5	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, review & critique activity.	1,2,6,7	1, 3, 4, 5
6	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, presentation, mini-paper, summary statement.	1,2,3,5	1, 2, 3, 4, 5
7	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, presentation, mini-paper, summary statement.	1,2,3,4,5	1, 2, 3, 4, 5
8	Weekly online course activities: i.e., discussion posts,	1,2,3,4,5,7	1, 2, 3, 4, 5

	specific module learning activities; and application activity, presentation, mini-paper, summary statement.		
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COURSE MATERIALS:**Required Texts:**

Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th edition). Hoboken, NJ: Jossey-Bass.

Lynch, M. (2012). *A guide to effective school leadership theories* (1st edition). New York: Routledge.

Northouse, P.G., & Lee, M. (2021). *Leadership case studies in education* (3rd edition). Thousand Oaks, CA: SAGE.

Supplemental:

Additional learning information and resources (i.e., posted by instructor) per weekly module.

FYI Texts of Interest (Not required for course). Re: More Texts on Leadership for your bookshelf:

DeFlaminis, J.A., Abdul-Jabbar, M., & Yoak, E. (2016). *Distributed leadership in schools. A practical guide for learning and improvement*. New York: Routledge.

Kahn, H. (2021). *Leadership reinvented: How to foster empathy, servitude, diversity, and innovation in the workplace*. Emeryville, CA: Rockridge Press.

Muhammad, A., & Cruz, L. F. (2019). *Time for change: Four essential skills for transformational school and district leaders*. Bloomington, ID: Solution Tree Press.

Northouse, P.G. (2021). *Leadership: Theory and practice* (9th edition). Thousand Oaks, CA: SAGE.

FYI Books for Book Read application: (Review one book from this list, per your interest.)

Maxwell, J.C. (2019). *Leadershift*. Harper Collins Leadership.

Safir, S. (2017). *The listening leader*. San Francisco: Jossey-Bass.

Sinek, S. (2011). *Start with why: How great leaders inspire everyone to take action*. New York: Portfolio/Penguin, Penguin Group Inc.

Sinek, S. (2017). *Find your why: A practical guide for discovering purpose for you and your team*. New York: Portfolio/Penguin, an imprint of Penguin Random House LLC.

FYI Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION

Course Grade Scale (Letter & Percent)

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Online Course Participation and Work Submission Due Dates****Online Course Presence and Participation:**

Students are expected to participate in weekly asynchronous course activities and encouraged to attend synchronous sessions noted for additional learning engagement opportunities.

Work Submission Due Dates and Extension Requests:

All course activities are expected to be submitted on the stated due date. Given the course is in an 8-week timeline, it is imperative that students stay up-to-date on the weekly module activities and submissions. Request for extensions will be considered based on individual circumstances (i.e., emergencies).

Course Assessment/Assignments & Grade Percentages

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% scholarly journal articles review & critique activity
- 15% case analysis application of theory(ies) in practice
- 10% presentation: “leadership signature – leadership identity” [Signature Assignment]
- 20% written mini-paper of *your* leadership story and *your* leadership action plan. [Signature Assignment]
- 10% summary statement: reflections and *your* leadership forward

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

- Module 1: Leadership – Understanding, Define, and Relation to Context
- Module 2: Leadership Theories, Part 1
- Module 3: Leadership Theories, Part 2
- Module 4: Perspectives of Understanding Organizations
- Module 5: Application of Four Perspectives to Context – Analysis (part 1)
- Module 6: Reframing and Leadership in Practice – Analysis (part 2)
- Module 7: “Leadership Signature – Leadership Identity”
- Module 8: Critique and Reflections of Your Leadership Forward

Policy Statements and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

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

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee.

Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement

will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

Course No. and Title:**ED 7003 Course: Diversity, Ethics, and Leadership for Educational and Organizational Contexts****Section Information**

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Genevieve Leon Guerrero, PhD

Email Address: gen.lg@triton.uog.edu

Office Location: UOG, SOE

Office Phone: (671) 688-2426 (text)

Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

Hafa Adai Tritons! As your professor I offer my teaching and skillsets as a curriculum specialist and master teacher of evidence-based research are critical to building teaching pedagogy. As future or current administrators, as you shape your professional narrative to building as problems solvers who with data-driven, scholarly based practices, and cultural mindset for balanced school leadership to support district goals, mentors for teaching pedagogy, and narrow the student academic achievement deficit in your school site.

COURSE DESCRIPTION

Diversity, Ethics, and Leadership for Educational and Organizational Contexts (3 credits)

This course will cover historical and current understandings of diversity, equity and inclusion matters in schools and organizational contexts that frame an understanding and application of knowledge, and insights to lead and co-lead organizational contexts with others.

COURSE INFORMATION**Course Topics by Weekly Module**

Module 1: Establish knowledge of ethical leadership roles to promote student academic success and well-being.

Module 2: Develop knowledge using a multiparadigm approach to analyzing paradoxical dilemmas.

Module 3: Focus on equality and equity of identification of case dilemmas within the K-20 school setting context, and diverse cultures to forward scholarly informed practice.

Module 4: Develop knowledge of high-stakes ethical challenges to inform one's leadership roles for practice improvements.

Module 5: Analyze ethical leadership challenges on privacy rights and school safety. Build a network of critical friends as informed ethical practitioners.

Module 6: Analyze the impact of how technology might influence ethical challenges surrounding moral judgement and societal considerations.

Module 7: Develop knowledge of one's professional role for current updates of ethical standards that embrace diversity and cultural responsiveness.

Module 8: Develop research to practice product of interest which address an ethical dilemma, using scholarly driven literature and culturally responsive practices with multiple paradigms for proffering solutions for practice improvements.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course. Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly

community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study. The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirement noted in Moodle. It is highly suggested that you read in advance given the pace of 8-week learning sessions. Your time management skills are essential to maximize the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Understand the paradigm of ethics as an educational leader.
2. Understand the range of ethical leadership dilemmas responding to case studies such as culturally responsive curriculum to supporting the ethical paradigm of justice, care, critique, and profession.
3. Examine equality versus equity and the complexity of educational leadership roles of future school leaders.
4. Examine accountability versus responsibility focused on ethical dilemmas focused on high stakes testing.
5. Analyze ethical leadership challenges on privacy rights and school safety.
6. Examine ethical leadership centered on technology versus respect and ethical discussions surrounding moral judgment that embrace diversity and cultural responsiveness.
7. Create a professional development plan of a problem to practice of an ethical dilemma of interest and refresh a current educational or high academic policy that aligns with scholarly research.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment(s)	Program Learning Outcomes (PLOs)* *Introduced*	Institutional Graduate Learning Outcomes (IGLOs)
1	Research Paper	2	3
2	Research Paper	1, 2, 3	3
3	Research Paper, Critical Friend Feedback, Paper Revision	4, 5	3, 5
4	Research Paper, Critical Friend Feedback	4, 5	3, 5
4	Research Paper	4	3
5	Research Paper	1, 3, 4, 5	3
6	Discussion Post	4, 5	5
7	PowerPoint for Faculty, Research Paper, Policy Revision	1, 2, 3, 5, 7	2, 4, 5

COURSE REQUIREMENTS:**Course Material(s):**

Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Assessments/Assignments and Grade Percentage**

1. Mini Research Papers 30%
2. Critical Friend Review 10%
3. Discussion Post 10%
4. PowerPoint Presentation 15%

5. Draft a Policy Revision 15%
6. Signature Research Paper 20% [Signature Assignment]

ASSIGNMENT DESCRIPTIONS

Research Papers, Critical Friend Review, Discussion Posts, PowerPoint Presentation, Policy Revision Draft, and Signature Research Paper.

Note: All assignments due date must be submitted by Sunday, 11:55 p.m. Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

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Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

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Syllabus Statement

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Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

Course Topics by Weekly Module

WEEK 1/ Module 1: Establish knowledge of ethical leadership roles to promote student academic success and well-being.

Activities & Assignments Target SLOs 1; PLO 2

- Research Paper

WEEK 2/ Module 2: Develop knowledge using a multiparadigm approach to analyzing paradoxical dilemmas.

Activities & Assignments Target SLOs 2; PLO 1,2 ,3

- Research Paper

WEEK 3/ Module 3: Focus on equality and equity of identification of case dilemmas within the K-20 school setting context, and diverse cultures to forward scholarly informed practice.

Activities & Assignments Target SLOs 3; PLO 4, 5

- Research Paper, Critical Friend Review

WEEK 4/ Module 4: Develop knowledge of high-stakes ethical challenges to inform one's leadership roles for practice improvements.

Activities & Assignments Target SLOs 4; PLO 4, 5

- Research Paper, Critical Friend Review

WEEK 5/ Module 5: Analyze ethical leadership challenges on privacy rights and school safety. Build a network of critical friends as informed ethical practitioners.

Activities & Assignments Target SLOs 5; PLO 4

- Research Paper; Discussion Post

WEEK 6/ Module 6: Analyze the impact of how technology might influence ethical challenges surrounding moral judgement and societal considerations.

Activities & Assignments Target SLOs 6; PLO 1, 3, 4 6

- Research Paper

WEEK 7/ Module 7: Develop knowledge of one's professional role for current updates of ethical standards that embrace diversity and cultural responsiveness

Activities & Assignments Target SLOs 7' PLO 4, 5

- Discussion Post

WEEK 8/ Module 8: Develop research to practice products of interest which address a ethical dilemma, using scholarly driven literature and culturally responsive practices with multiple paradigms for proffering solutions for practice improvements.

Activities & Assignments Target SLOs 7; PLO 1,2, 3, 5, 6

- PowerPoint Presentation for Faculty; Research Paper, Policy Revision
-

Syllabi
New Courses
Proposed EdD

Research Courses

Course No. and Title:**ED-R 8000 Course: Scholarly Literature Review****Section Information**

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Genevieve Leon Guerrero, PhD

Email Address: gen.lg@triton.uog.edu

Office Location: UOG, SOE

Office Phone: (671) 688-2426 (text)

Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

Hafa Adai Tritons! As your professor I offer my teaching and skillsets as a curriculum specialist and master teacher of evidence-based research are critical to building teaching pedagogy. As future or current administrators, as you shape your professional narrative to building as problems solvers who with data-driven, scholarly based practices, and cultural mindset for balanced school leadership to support district goals, mentors for teaching pedagogy, and narrow the student academic achievement deficit in your school site.

COURSE DESCRIPTION

Scholarly Literature Review (3 credits)

This course will develop your library research strategies to access scholarly articles of literature. The research emphasis will include building your navigation library skills of scholarly research themes of interest, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practices based on a problem of interest.

COURSE INFORMATION**Technology Prerequisites:**

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the “Student Corner” in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG’s Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course. Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study. The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirement noted in Moodle. It is highly suggested that you read in advance given the pace of 8-week learning sessions. Your time management skills are essential to maximize the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Examine potential research topics using library research strategies, resources, and databases.
2. Understand and build library research skills using academic terminology aligned with the topics of interest.
3. Understand the structure of the literature review process, organize information, and the examination of reference software.
4. Build a literature critique of scholarly literature from a range of scholarly articles.
5. Utilize the critical friend practice of exchange of academic writing.
6. Create a literature review supporting the narrative of a problem of practice.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment(s)	Program Learning Outcomes (PLOs)	Institutional Graduate Learning Outcomes (IGLOs)
1	Paper of research topics of interest; and library strategies	1	3
2	Paper of scholarly article methodology, results, discussions, and similarities and differences	2	3
3	Stern Matrix Submission	2	3
3	Research paper	4	3
4	Research Paper	4	3
4, 5	Annotated Bibliography Critical Friend	4	3
5, 6	Outline; Change Matrix	4, 5, 6	2, 3
6	Research paper	4, 5, 6, 7	2, 3

COURSE REQUIREMENTS:**Course Material(s):**

Bloomberg, L., & Volpe, M. (2015). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: Sage Publications.

Mertens, D. M. (2019). *Research and evaluation in education and psychology* (5th ed.). Thousand Oaks, CA: Sage Publishing Ltd.

Pan, L. M. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). New York: Routledge.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Assessments/Assignments and Grade Percentage**

1. Mini Research Papers 30%
2. Critical Friend Review 10%
3. Outline of Research Paper 10%
4. Annotated Bibliographies 20%
5. Discussion Postings 10%
6. Signature Research Paper 20% [Signature Assignment]

Assessment of Methods for Student Learning Outcomes (SLO)

Mini Research papers, critical Friend Feedback; Outline of a Research Paper, Annotated Bibliographies; Discussion Postings; and Signature Research Paper.

ASSIGNMENT DESCRIPTIONS

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.

Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information**No Unauthorized Recording**

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for

quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

Course Topics by Weekly Module

WEEK 1/ Module 1: Explore research strategies and focused terminology, access library resources and database(s) to access scholarly literature. Examination of scholarly literature review and similarities and distinctions of literature.

Activities & Assignments Target SLOs 1; PLOs 1

- Research Paper, library strategies

WEEK 2/ Module 2: Curate additional literature review of empirical research literature components.

Activities & Assignments Target SLOs 2; PLOs 2

- Research Paper of methodology, similarities, differences, results, and discussions

WEEK 3/ Module 3: Utilize a literature review instrument to support multiple literature reviews to support literature review organizational skills.

Activities & Assignments Target SLOs 3; PLOs 2

- Stern Matrix Submission

WEEK 4/ Module 4: Develop research strategies for depth of additional resources of theoretical and/or conceptual framework of the problem of interest.

Activities & Assignments Target SLOs 3; PLOs 4

- Research Paper

WEEK 5/ Module 5: Examine the extension of subtopics associated with the problem of practice.

Activities & Assignments Target SLOs 4; PLOs 4

- Research Paper

WEEK 6/ Module 6: Curate a range of empirical research literature of essential components in an annotated bibliography.

Activities & Assignments Target SLOs 4, 5; PLOs 4

- Annotated Bibliography
- Critical Friend

WEEK 7/ Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer.

Activities & Assignments Target SLOs 5, 6; PLOs 4, 5, 6

- Alpha Numeric Outline
- Change Matrix

WEEK 8/ Module 8: Synthesize a range of scholarly literature to create a scholarly narrative of a problem in practice.

Activities & Assignments Target SLOs 6; PLOs 4, 5, 6

- Signature Research Paper
-

ED-R 8001 Qualitative Research Methodology

Instructor's Name: Kathrine Gutierrez, Ph.D.
Email Address: gutierrezk@triton.uog.edu
Office Location: School of Education, University of Guam
Office Hours: TBA & by appointment

Course Webpage: <https://moodle.uog.edu/> (Moodle)

Course Duration and Course Format:

8-week online asynchronous

Course Description:

Qualitative Research Methodology (3 credits)

This course will cover an overview and orientation of qualitative research methods. It will introduce students to a variety of qualitative research method approaches and qualitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:

<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:

<http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirements noted in Moodle. It is highly suggested that you read in advance given the pace of our 8-week learning sessions. Committed weekly participation is required in the asynchronous sessions per the assignments and activities required for the week.

Online Netiquette* (*means Internet Etiquette - A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Understand and define “what is qualitative research”, and in relation to the educational context and stakeholders.
2. Describe and know the purpose of using qualitative methods and the different qualitative approaches/methods to conduct educational research.
3. Review and constructively critique qualitative research studies.
4. Articulate and understand the inherent ethical responsibility for doing qualitative research.
5. Express and justify a problem or issue in practice, and develop a clear research question(s) appropriate to investigate using a qualitative approach.
6. Write and present an initial qualitative research study that describes the research topic, problem in practice, research question(s), and outlines the qualitative research design.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam’s Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG’s Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”.	3, 4, 5	3, 4, 5
2	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	5, 7	1, 4,
3	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	6	4, 5

4	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	5	4
5	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	1,2, 7	1, 4
6	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	1,2, 4, 7, 8	1, 3, 4, 5

Course Materials:**Required Texts:**

Glesne, C. (2014). *Becoming qualitative researchers: An introduction* (5th Edition). Pearson.

Merriam, S.B., & Tisdell, E. J. (2016) *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Optional:

Saldana, J. (2021). *The coding manual for qualitative researchers (Fourth Edition)*. Thousand Oaks, CA: SAGE

Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences (5th Edition)*. New York: Teachers College Press.

Vanover, C.F., Mihas, P.A. & Saldana, J. (2021). *Analyzing and interpreting qualitative research: After the interview*. Thousand Oaks, CA: SAGE.

Supplemental:

Additional learning information and resources (i.e., posted by instructor) per weekly module.

FYI Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Online Course Participation and Work Submission Due Dates****Online Course Presence and Participation:**

Students are expected to participate in weekly asynchronous course activities and encouraged to attend synchronous sessions noted for additional learning engagement opportunities.

Work Submission Due Dates and Extension Requests:

All course activities are expected to be submitted on the stated due date. Given the course is in an 8-week timeline, it is imperative that students stay up-to-date on the weekly module activities and submissions. Request for extensions will be considered based on individual circumstances (i.e., emergencies).

Course Assessment/Assignments & Grade Percentages

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% Application Activities: learning reflection of topics and issues in practice – application activities per weekly module related to Qualitative Research Methods
- 15% Review and critique qualitative research studies
- 20% Peer Review and Constructive Critique
- 20% Signature Activity: Design of Qualitative Research Study

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

- Module 1: Introduction and Overview of Qualitative Research
- Module 2: Understanding the Different Qualitative Methods
- Module 3: Review and critique qualitative research studies (Part 1)
- Module 4: Review and critique qualitative research studies (Part 2)
- Module 5: Designing your Qualitative Study (Part 1) – Approach
- Module 6: Designing your Qualitative Study (Part 2) – Data Collection and Analysis
- Module 7: Peer Review and Constructive Critique
- Module 8: Presentation of Design of Qualitative Research Study

Policy Statements and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee.

Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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



ED-R 8002

Quantitative Research Methodology

Instructor:	Dr. Andrew Grunzke	Office Hours:
E-Mail:	grunzkea@triton.uog.edu	Monday 1:30-3:55 p.m. (and virtual by appt.)
Office:	SOE Rm. 210G	Tuesday 12:30-1:40 p.m.
Fax:	734-3651	Wednesday 1:30-3:55 p.m. (and virtual by appt.)
Phone Contact:	735-2423	
Class:	Introduction to Quantitative Research (OLL)	
Credit Hours:	3	

Course Description:

This course will cover an overview and orientation of quantitative research methods. It will introduce students to a variety of quantitative research designs (to include data collection and data analysis) applicable to address issues in educations and organizations. A focus will be on using research to address issues in practice.

Instructor Communication Guidelines:

Students are always welcome to stop into my office during posted office hours, and I will generally make myself available for virtual office hours by request using the Big Blue Button feature in Moodle. I have my institutional email address posted above, but due to the volume of correspondences received at that address, it is my preference that you contact me using the message system in Moodle. Contacting me there should also improve my response time. As a general rule, I try to respond to all students within 24 to 48 hours.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly



community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

No Recording Policy:

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Report empirical research results to an academic audience.
2. Construct a research question with well-defined variables answerable using quantitative methods.
3. Evaluate the appropriateness of research topics and methods based on principles of research ethics.
4. Differentiate between deductive and inductive reasoning.
5. Operationalize variables and select valid and reliable instruments for their measurement
6. Use statistical software to assist in the collection and analysis of quantitative data.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

* This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes (PLOs) for students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)	Assessment Method(s)
1	1 Use research and data to inform leadership roles and decision-making on issues in a variety of K-20 educational contexts.	1. Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study	Enrichment activity: Data analysis and reporting



2	2 Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.	5. Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.	Enrichment activities
1	3 Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultural community contexts guiding the leadership role and service leader role.	5 Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.	Enrichment activities
1	4 Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community	3. Exercise oral and written communication skills sufficient to publish and present work in their field	Enrichment activities
3	5 Know and adhere to professional ethics and standards that guide one's profession and organization.	4. Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations	CITI Training
4, 5, 6	7 Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.	2. Plan, conduct, and complete a significant research or creative project	Enrichment activities



2, 5, 6		2 Plan, conduct, and complete a significant research or creative project	Enrichment activities
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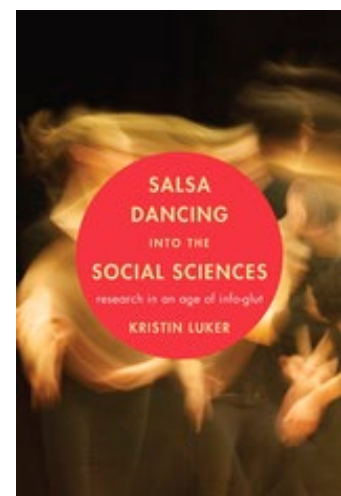
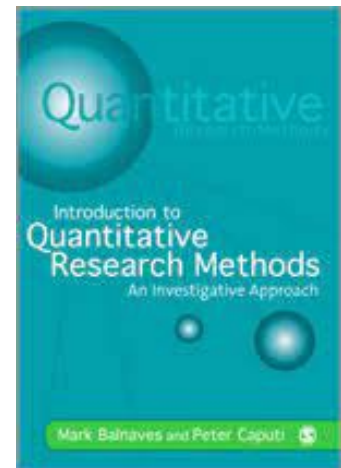
Required Texts:

Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An investigative approach*. SAGE.

Luker, K. (2010). *Salsa dancing into the social sciences: Research in an age of info-glut*. Harvard University Press.

Other readings as assigned in Moodle

LiveText – Online portfolio for School of Education





Access Statement:

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Netiquette:

Netiquette and **collegiality** come under the heading “What we already know, but talk about anyway.” As you know, every time you use Moodle, your communications are open for others to see. If you are not careful, these communications may possibly violate University of Guam policies. Online communications are emails, discussion board postings, chats, attachments, links, instant messages, and other web-based tools. Therefore, it is vital to remember instructional experts recommend that you **do not** use language in Moodle that is

- Harassing
- Threatening
- Discriminatory
- Inappropriate, questionable, or potentially offensive
- A copyright violation
- Profane (even if abbreviated)

These technology officials and instructional experts also recommend that you **do not**

- Send obscene/questionable pictures, images, or drawings
- Send inappropriate or questionable messages, photos, or images
- Insult anyone in any medium or format
- Insult anyone’s ideas or thoughts
- Use letters excessively, like ?????? or !!!!!, or comments in ALL CAPS. This can possibly be considered as SHOUTING at someone, and it can/may be construed potentially as hostile or insulting behavior.

If you have any doubt(s) about the wording you are using or the photos/pictures/images someone else sent you, don’t send or post it!

Technical Assistance:

For help with gaining access to Moodle or for password issues, please contact UOG’s Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu



Course Requirements:

Requirement	Point Value	Total Points
Weekly Reading Quizzes	7 @ 3 points each	21
CITI Training		9
Enrichment Activities Writing a Research Question Selection of a Research Instrument Developing of a survey Data analysis and reporting (The particular subjects of the enrichment activities may be subject to change, depending on the needs of the class.)	10 points 15 points 15 points 30 points	70
TOTAL POSSIBLE		100

GRADING INFORMATION

Course Grade Scale (Letter & Percent)

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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



Description of Requirements & Method of Evaluation:

Attendance and Participation

Being present in body, mind, and spirit are all integral to being a successful learner, but staying connected in an online course requires a different conception of what it means to be present. Attendance, in this sense, is more than just being physically present. Instead, you are expected to be actively involved in our online community. While the online delivery adds some flexibility not always found in face-to-face courses, remember that you are responsible for keeping up with the work and making sure you are completing all assignments. Successful completion of the course requires active participation in asynchronous communal activities, in enrichment activities, and in the larger community of practice. While it does not directly affect your final grade, it makes a large indirect difference. As such, attendance will be taken based on such active participation in Moodle; you should plan to log into Moodle and submit assignments each week to maintain this attendance. The professor also will be observing your professional educator dispositions throughout this course and completing a rubric on you at the end of the semester through LiveText. Poor ratings on the disposition rubric may result in students not being continued in this program.

Reading Quizzes

In each course module, you will complete a reading quiz. These will involve answering forced-choice questions. The content of these quizzes will relate to the course readings for the week, so it is imperative you complete the week's reading **before** participating in the quiz. Because the concepts in this course build on each other, your success in this course is dependent on your timely and thoughtful completion of this assignment each week. While there might be some flexibility in due dates for some assignments (with the explicit consent of the instructor), reading quizzes must be submitted by the due date. That said, because these reading quizzes are assessing your knowledge of essential course concepts, you may take the reading quiz as many times as you wish prior to the due date.

CITI Training

There are many ethical considerations and responsibilities that come with conducting research involving other human beings. Although there will be no formal data collection involving human beings in this course, all students in the program will be expected to conduct such research in the ensuing courses and as part of their dissertation. In order to successfully complete this course and ensure that you are prepared to conduct those



research projects, you must complete the university's CITI training and upload documentary evidence indicating so.

Enrichment Activities

Enrichment assignments are in addition to chapter readings. These assignments are designed to enrich your learning of core concepts covered in the readings by providing you with opportunities to extend your learning through a variety of activities. There will be four such activities over the course of the session. Each of these is assigned to go along with your readings for the week. You **MUST** read the chapter to understand the assignments. More specific directions for completing these activities will be found in Moodle.

Writing a quality research question:

There are many considerations that go into the formulation of a good research question. These include feasibility, scope, and careful definition of experimental variables. For this activity, you will be asked to create a research question, seek out critiques of the question from your classmates, and revise the question accordingly. You will not be asked to answer the question, but instead will practice incorporating what you have learned about the factors associated with good research design into crafting an effective research question.

Selection of a research instrument:

Often, when we are conducting research, we employ surveys, scales, and other data collection instruments meant to measure certain social or psychological phenomena. For this enrichment activity, you will select a construct (e.g., self-efficacy, motivation, etc.) from a pre-approved list provided in Moodle. You will research various tools that scholars have used to measure that construct. Selecting one of these instruments as a quality example of a research instrument measuring your chosen construct, you will then explain the rationale for your selection of this particular tool. Note that a successful submission will require you to conduct a short literature review, gather different tools for measuring your selected construct, critique those tools on various attributes (including construct validity), select one of those tools, and provide an evaluation that supports your selection of your instrument.

Developing a survey:

In this activity, you will be developing a research survey with questions whose construction takes into consideration issues such as purpose, design, and validity. Question type, scale, and other aspects of survey design will inform this process. You will also have the opportunity to administer the survey to a group of your classmates and compile the research results. You will submit a list of survey questions and an organized compilation of the mock data you collected using the instrument.



Data analysis and reporting:

In Moodle you will find a template to download. There you will find links to data sets housed online and directions for running statistical analyses of these data sets using some of the statistical software we will have been learning over the course of the semester. There will also be questions that ask you to interpret the results you get after running the data through the software using various statistical methods. As directed in the template, you will place appropriate graphical representations of the data, analysis of the statistical results, and answers to the included interpretative questions in your document.

Remember to refer to Moodle for more information about each of these assignment requirements, including detail rubrics.

Livetext.com

The School of Education has adopted the Livetext.com system as part of ongoing accreditation initiative and upgrading student knowledge of current technological advances in education. You should have a livetext account, if not, you need to purchase an account do so as soon as possible. A visitors pass to the system can be issued but has limited capability.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or **eeo-ada@triton.uog.edu**. For immediate assistance in an emergency call 911.

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

Honor Code/Academic Dishonesty

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



Ethical conduct is expected in this course; academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to: plagiarizing; cheating on exams or in the preparation of academic work; copying from tests, reports, etc.; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic information without authorization; collaborating with others without prior authorization; reuse of work in more than one class without informing the instructor; possessing contents of an un-administered examination; and using materials during a test or quiz not authorized by the instructor. While collaboration with cohorts in study groups is encouraged, each student is responsible for his or her own work. Students may not, under any circumstances, turn in work that has been prepared by someone else. Students who work with peers on an assignment must turn in separate, individual work. Students may not copy examples given from the instructor in class. Students are expected to create their own examples. Examples that are copied from the instructor's examples are considered plagiarized.

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

Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

Professionalism is expected in your actions, your language, and your effort. Any student caught cheating on exams, quizzes, or plagiarizing assignments will receive a zero on that test, quiz or assignment and a failing grade for the class. University/Department policy will also apply.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.



ED-R 8002 Quantitative Research Methodology

COURSE SCHEDULE

DATE	COURSE CONTENT/ ACTIVITY	SUBMISSIONS	READINGS
Week One Module	Research: Who, what, when and how		Luker, Chapters 1 & 2; Balnaves and Caputi, Chapters 1 & 2
Week Two Module	Deduction and induction Causality Variables and operationalization	Reading Quiz #1	Luker, Chapters 3; Balnaves and Caputi, Chapter 3 & 4
Week Three Module	Experimental design and sampling Writing a research question	Reading Quiz #2 Enrichment Activity: Research question	Luker, Chapter 4; Balnaves and Caputi, Chapter 5 & 6
Week Four Module	Validity Considerations of a literature review	Reading Quiz #3 CITI Training Complete	Luker, Chapter 5 & 6; Balnaves and Caputi, Chapter 7 & 8
Week Five Module	Record keeping Coding Plotting and describing data	Reading Quiz #4 Enrichment Activity: Research instrument	Luker, Chapter 7 Balnaves and Caputi, Chapter 9 & 10
Week Six Module	Bivariate data, correlation, and regression Matrices Generalizing	Reading Quiz #5 Enrichment Activity: Developing a survey	Luker, Chapters 8 & 9; Balnaves and Caputi, Chapter 11 & 12
Week Seven Module	Using statistical software	Reading Quiz #6	Luker, Chapter 10 & 11; Balnaves and Caputi, Chapter 13 & 14
Week Eight Module	Interpreting and reporting empirical results	Reading Quiz #7 Enrichment Activity: Data analysis and reporting	N/A

ED-R 8003 Research Design, Data Collection & Analysis

Instructor's Name: Kathrine Gutierrez, Ph.D.
Email Address: gutierrezk@triton.uog.edu
Office Location: School of Education, University of Guam
Office Hours: TBA & by appointment

Course Webpage: <https://moodle.uog.edu/> (Moodle)

Course Duration and Course Format:

8-week online asynchronous

Course Description:

Research Design, Data Collection, & Analysis (3 credits)

This course will cover an overview and orientation of research design methods. It will introduce students to a variety of qualitative and quantitative research method approaches and research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:

<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:

<http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirements noted in Moodle. It is highly suggested that you read in advance given the pace of our 8-week learning sessions. Committed weekly participation is required in the asynchronous sessions per the assignments and activities required for the week.

Online Netiquette* (*means Internet Etiquette - A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Review and critique educational research studies that employed qualitative and/or quantitative methods.
2. Describe and articulate a clear and coherent research problem statement.
3. Justify and articulate a clear and coherent research purpose statement.
4. Generate and articulate a clear and coherent research question(s).
5. Explain and articulate a methodological approach best to answer the research question(s).
6. Write a draft research design proposal and provide justification for the research method to support addressing the research question(s).
7. Constructively critique one's research design proposal and that of peers' on the soundness of the research design.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity "review and critique".	4, 6	3, 4, 5
2	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity "review and critique", signature activity.	1,2, 7	1, 4
3	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity "review and critique", signature activity.	1,4, 7	3, 4, 5
4	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity "review and critique", signature activity.	4, 7	3, 4, 5

5	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	4, 7	3, 4, 5
6	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	1,2, 4, 7, 8	1, 3, 4, 5
7	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity “review and critique”, signature activity.	2, 3, 4, 6, 7	1, 3, 4, 5

Course Materials:**Required Texts:**

Burkholder, G.J., Cox, K.A., Crawford, L. M., Hitchcock, J. (2019). *Design and methods: An applied guide for the scholar-practitioner*. Thousand Oaks, CA: SAGE.

Creswell, J. W., & Creswell, D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th Edition)*. Thousand Oaks, CA: SAGE.

Ravitch, S. M., & Riggan, M. (2017). *Reason & rigor: How conceptual frameworks guide research (2nd Edition)*. Thousand Oaks, SAGE.

Optional:

Girden, E. R., & Kabacoff, R. I. (2011). *Evaluating research articles from start to finish*. Thousand Oaks, CA: SAGE.

Kara, H. (2022). *Qualitative research for quantitative researchers*. Thousand Oaks, CA: SAGE.

Supplemental:

Additional learning information and resources (i.e., posted by instructor) per weekly module.

FYI Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Online Course Participation and Work Submission Due Dates****Online Course Presence and Participation:**

Students are expected to participate in weekly asynchronous course activities and encouraged to attend synchronous sessions noted for additional learning engagement opportunities.

Work Submission Due Dates and Extension Requests:

All course activities are expected to be submitted on the stated due date. Given the course is in an 8-week timeline, it is imperative that students stay up-to-date on the weekly module activities and submissions. Request for extensions will be considered based on individual circumstances (i.e., emergencies).

Course Assessment/Assignments & Grade Percentages

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% Application Activities: Conceptual Framework & Research Design
- 15% Review and critique research studies
- 20% Peer Review and Constructive Critique
- 20% Signature Activity: Research Design Proposal

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

- Module 1: Introduction and Overview of Research Design
- Module 2: Review and critique research studies
- Module 3: Research Problem Statement and Research Purpose Statement
- Module 4: Research Question(s) and Methodological Approach
- Module 5: Conceptual Frameworks
- Module 6: Research Design Proposal (Part 1)
- Module 7: Research Design Proposal (Part 2)
- Module 8: Constructive Critiques

Policy Statements and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee.

Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

Course No. and Title:**ED-R 8004 Course: Critical Literature Review****Section Information**

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Genevieve Leon Guerrero, PhD

Email Address: gen.lg@triton.uog.edu

Office Location: UOG, SOE

Office Phone: (671) 688-2426 (text)

Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

Hafa Adai Tritons! As your professor I offer my teaching and skillsets as a curriculum specialist and master teacher of evidence-based research are critical to building teaching pedagogy. As future or current administrators, as you shape your professional narrative to building as problems solvers who with data-driven, scholarly based practices, and cultural mindset for balanced school leadership to support district goals, mentors for teaching pedagogy, and narrow the student academic achievement deficit in your school site.

COURSE DESCRIPTION

Critical Literature Review (3 credits)

Building on the Scholarly Literature Review course, this course will further strengthen scholarly literature organizational skills of research themes, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practice based on problems framed to building academic writing as the foundation to support future dissertation research and academic writing.

COURSE INFORMATION**Course Topics by Weekly Module:**

Module 1: Revision of a previous research paper of self-reflection of writing skills.

Module 2: Examine an extension of subtopics associated with the problem of practice.

Curate additional literature review of empirical research literature components using Stern's Matrix to an existing literature review of three additional scholarly articles.

Module 3: Demonstrate multiple literature reviews of three additional scholarly articles multi-task a minimum of 10 scholarly articles (previous research papers) to support multiple literature

reviews to support literature review utilizing discovery task assemble to collect and analyze the patterns to strength literature organizational skills.

Module 4: Demonstrate multiple literature reviews that contribute to building advocacy argument.

Module 5: Interpret and analyze research of the defined topic, loping tools of argumentation, critique of literature, and review writeups.

Module 6: Draft an alpha numeric outline of the components of using advanced literature review skills.

Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer of a draft research proposal.

Module 8: Draft Research Proposal of an educational topic of choice of the reason to support future research, the scope and sequence that respond to the educational landscape.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words "network" and "etiquette", netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course. Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study. The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirement noted in Moodle. It is highly suggested that you read in advance given the pace of 8-week learning sessions. Your time management skills are essential to maximize the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Utilize research strategies to clarify research topics that align with scholarly research or evidence-based research articles.
2. Understand the supporting structure of literature mapping to narrow research idea(s).
3. Develop and practice the tools of argumentation.
4. Understand the argument practice as a discovery task assembly of literature.
5. Construct an analysis of research arguments and case of analysis and evaluation.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment(s)	Program Learning Outcomes (PLOs)* *Introduced*	Institutional Graduate Learning Outcomes (IGLOs)
1	Paper of research topics of interest; and library strategies	1	3
2	Paper of scholarly article methodology, results, discussions, and similarities and differences	2	3
3	Stern Matrix Submission	2	3
3	Research paper	4	3
4	Research Paper	4	3
4, 5	Annotated Bibliography Critical Friend	4	3

5, 6	Outline; Change Matrix	4, 5, 6, 7	2, 3
6	Research paper	4, 5, 6, 7, 8	2, 3

COURSE REQUIREMENTS:

Course Material(s):

Machi, L.A., & McEvoy, B.T. (2022). *The literature review: Six steps to success* (4th ed.). Thousand Oaks, CA: Corwin.

Pan, L. M. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). New York: Routledge.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION

Course Grade Scale (Letter & Percent)

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good

B 83-86%

B- 80-82%

C+ 77-79%: Below mastery and competency of course material.

C 70-76%: Below mastery and competency of course material.

F <70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

Assessments/Assignments and Grade Percentage

Mini Papers - 20%

Literature Mapping - 10%

Discussion Posts - 10%

Alpha Numeric Outline 10%

Draft Research Paper - 10%

Change Matrix - 5%

Critical Friend Review 5%

Signature Paper - 30%

ASSIGNMENT DESCRIPTIONS

Mini Papers, Literature Mapping, Discussion Posts, Alpha Numeric Outline, Draft Research Paper, Change Matrix, Critical Friend Review, and Signature Paper.

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.

Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

Course Topics by Weekly Module

WEEK 1/ Module 1: Revision of a previous research paper of self-reflection of writing skills.

Activities & Assignments Target SLOs 1; PLOs 1

- Research Paper

WEEK 2/ Module 2: Examine an extension of subtopics associated with the problem of practice.

Curate additional literature review of empirical research literature components using Stern's Matrix to an existing literature review of three additional scholarly articles.

Activities & Assignments Target SLOs 2; PLOs 2

- Literature Mapping Paper

WEEK 3/ Module 3: Demonstrate multiple literature reviews of three additional scholarly articles multi-task a minimum of 10 scholarly articles (previous research papers) to support multiple literature reviews to support literature review utilizing discovery task assemble to collect and analyze the patterns to strength literature organizational skills.

Activities & Assignments Target SLOs 3; PLOs 2

- Change Matrix (Stern)

WEEK 4/ Module 4: Demonstrate multiple literature reviews that contribute to building advocacy argument.

Activities & Assignments Target SLOs 3; PLOs 4

- Research Paper

WEEK 5/ Module 5: Interpret and analyze research of the defined topic, loping tools of argumentation, critique of literature, and review writeups.

Activities & Assignments Target SLOs 4; PLOs 4

- Research Paper

WEEK 6/ Module 6: Draft an alpha numeric outline of the components of using advanced literature review skills.

Activities & Assignments Target SLOs 4, 5; PLOs 4

- Annotated Bibliography
- Critical Friend

WEEK 7/ Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer of a draft research proposal.

Activities & Assignments Target SLOs 5, 6; PLOs 4, 5, 6, 7

- Paper Outline, Change Matrix

WEEK 8/ Module 8: Draft Research Proposal of an educational topic of choice of the reason to support future research, the scope and sequence that respond to the educational landscape.

Activities & Assignments Target SLOs 6; PLOs 4, 5, 6, 7, 8

- Signature Research Paper



ED-R 8005

Advanced Qualitative Research

Instructor:	Dr. Andrew Grunzke	Office Hours:
E-Mail:	grunzkea@triton.uog.edu	Monday 1:30-3:55 p.m. (and virtual by appt.)
Office:	SOE Rm. 210G	Tuesday 12:30-1:40 p.m.
Fax:	734-3651	Wednesday 1:30-3:55 p.m. (and virtual by appt.)
Phone Contact:	735-2423	
Class:	Advanced Qualitative Research (OLL)	
Credit Hours:	3	

Course Description:

In this advanced qualitative methods course, students will be able to further develop qualitative research knowledge and skills pertinent to developing the research design and planning for doing data collection and analysis.

Prerequisite: Qualitative Research Methodology

Instructor Communication Guidelines:

Students are always welcome to stop into my office during posted office hours, and I will generally make myself available for virtual office hours by request using the Big Blue Button feature in Moodle. I have my institutional email address posted above, but due to the volume of correspondences received at that address, it is my preference that you contact me using the message system in Moodle. Contacting me there should also improve my response time. As a general rule, I try to respond to all students within 24 to 48 hours.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results



with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

No Recording Policy:

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

Student Learning Objectives, Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Use multiple sources of data to triangulate and create a more comprehensive understanding of a researched phenomenon
2. Design, conduct, and transcribe a qualitative research interview.
3. Locate archival resources related to a research topic of interest.
4. Code qualitative research data (e.g., interview transcripts, archival sources) to organize and interpret them.
5. Employ theory to formulate a lens for analyzing research data.
6. Report empirical research results to an academic audience.
7. Evaluate the appropriateness of research topics and methods based on principles of research ethics.
8. Justify the selection of research methods by situating them within a methodological framework.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

* This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes (PLOs) for students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	EdD Program Learning Outcomes (PLOs)	Assessment Method(s)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1, 2, 3	1 Use research and data to inform leadership roles and decision-making on issues in a variety of K-20 educational contexts.	Research Project: Results	1. Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study



1, 3, 4	2 Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts	Research Project	5. Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.
1, 5	3 Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultural community contexts guiding the leadership role and service leader role.	Enrichment Activity: Connection, Image, and Dilemma	5. Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.
6	4 Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community	Discussion Research Project Enrichment Activities	3. Exercise oral and written communication skills sufficient to publish and present work in their field
7	5 Know and adhere to professional ethics and standards that guide one's profession and organization.	Enrichment Activity: Ethical Paradox	4. Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations
5, 8	7 Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.	Research Project: Theory and Methods; Enrichment Activity: Labels, Meaning, and Triangulation	2. Plan, conduct, and complete a significant research or creative project



2	8	Research Project	2. Plan, conduct, and complete a significant research or creative project
	Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.		

Required Texts:

Kvale, S., & Brinkmann, S. (2009) *InterViews: Learning the craft of qualitative research interviewing*. SAGE.

Koro-Ljungberg, M. (2015). *Reconceptualizing qualitative research: Methodologies without methodology*. SAGE.

Other readings as assigned in Moodle

LiveText – Online portfolio for School of Education





Access Statement:

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Netiquette:

Netiquette and **collegiality** come under the heading “What we already know, but talk about anyway.” As you know, every time you use Moodle, your communications are open for others to see. If you are not careful, these communications may possibly violate University of Guam policies. Online communications are emails, discussion board postings, chats, attachments, links, instant messages, and other web-based tools. Therefore, it is vital to remember instructional experts recommend that you **do not** use language in Moodle that is

- Harassing
- Threatening
- Discriminatory
- Inappropriate, questionable, or potentially offensive
- A copyright violation
- Profane (even if abbreviated)

These technology officials and instructional experts also recommend that you **do not**

- Send obscene/questionable pictures, images, or drawings
- Send inappropriate or questionable messages, photos, or images
- Insult anyone in any medium or format
- Insult anyone’s ideas or thoughts
- Use letters excessively, like ?????? or !!!!!, or comments in ALL CAPS. This can possibly be considered as SHOUTING at someone, and it can/may be construed potentially as hostile or insulting behavior.

If you have any doubt(s) about the wording you are using or the photos/pictures/images someone else sent you, don’t send or post it!

Technical Assistance:

For help with gaining access to Moodle or for password issues, please contact UOG’s Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu



Course Requirements:

Requirement	Point Value	Total Points
Discussions	8 @ 2.5 points each	20
Research Project Part 1: Theory and Methods Part 2: Research Participants and Interview Questions Part 3: Transcript, Coding, and Analysis Part 4: Results		50
Enrichment Activities Labels, Meaning, and Triangulation Connection, Image, and Dilemma Ethical Paradox (The particular subjects of the enrichment activities may be subject to change, depending on the needs of the class.)	3 @ 10 points each	30
TOTAL POSSIBLE		100

GRADING INFORMATION

Course Grade Scale (Letter & Percent)

- A+** 98-100%: Outstanding
- A** 93-97%
- A-** 90-92%
- B+** 87-89%: Good
- B** 83-86%
- B-** 80-82%
- C+** 77-79%: Below mastery and competency of course material.
- C** 70-76%: Below mastery and competency of course material.
- F** <70 is Fail

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

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



Description of Requirements & Method of Evaluation:

Attendance and Participation

Being present in body, mind, and spirit are all integral to being a successful learner, but staying connected in an online course requires a different conception of what it means to be present. Attendance, in this sense, is more than just being physically present. Instead, you are expected to be actively involved in our online community. While the online delivery adds some flexibility not always found in face-to-face courses, remember that you are responsible for keeping up with the work and making sure you are completing all assignments. Successful completion of the course requires active participation on discussion boards, in enrichment activities, on the larger qualitative research project, and in the larger community of practice. While it does not directly affect your final grade, it makes a large indirect difference. As such, attendance will be taken based on such active participation in Moodle; you should plan to log into Moodle and submit assignments each week to maintain this attendance. The professor also will be observing your professional educator dispositions throughout this course and completing a rubric on you at the end of the semester through LiveText. Poor ratings on the disposition rubric may result in students not being continued in this program.

Discussions

In each course module, you will complete a discussion forum. Generally, this will involve answering an open-ended question posted by the instructor and responding to one or more classmates. This will vary, depending on the forum, so you should consult Moodle for the specific details of each discussion assignment. These open-ended questions will relate to the course readings for the week, so it is imperative you complete the week's reading **before** participating in the discussion. Each discussion will require you to make an initial post on Saturday of each week, and your responses to your classmates are due by Sunday of each week. Because of the interactive nature of these posts, your classmates are depending on your timely and thoughtful participation. While there might be some flexibility in due dates for some assignments (with the explicit consent of the instructor), discussion posts must be submitted by the due date. Failure to do this will result in a late-ness penalty.

Enrichment Activities

Enrichment assignments are in addition to chapter readings. You are expected to have the assigned chapters read for each week. These assignments are designed to enrich your learning of core concepts covered in the readings by providing you with opportunities to



extend your learning through a variety of activities. There will be three such activities over the course of the session (one to practice triangulation, one to practice addressing thorny ethical issues with respect to research, and one that asks you to connect theory and data interpretation). Each of these is assigned to go along with your readings for the week. You **MUST** read the chapter to understand the assignments. These activities will be completed on weeks in which no section of the major assignment for the course is due and more specific directions for completing these activities will be found in Moodle.

Research Project

You are expected to have a grounding in qualitative research prior to registering for this course. In this course, we will be deepening or understanding of the qualitative research process. That means that we will be bridging theory and practice and actually conducting a research project. This course has a pre-approved IRB for a standing research project, and it is crucial that you have a current CITI certification (which you should have completed in your introductory course). If you do not have such a certification, it is imperative that you contact the instructor immediately and complete all the requirements within the first module of this course. A more comprehensive description of the full assignment, including rubrics, can be found in Moodle, but the project consists of four main elements. Given that the classroom project will have a pre-approved IRB proposal, the research question itself will already be pre-determined. Your project will largely consist of the following four elements.:

Theory and methods:

In this section of the project you will select the methods (e.g., one-on-one interview, focus group, etc.) and the theory you will be employing during the data collection and analysis phase. Your project should carefully delineate your choice of method and theory and a rationale for their selection. These are meant to guide your thinking and planning as you move through the project.

Research participants and interview questions:

In this section of the project, you will give a careful accounting of the participants you have selected for your research project, including how the participants were located and how they were selected. A full description of each participant, including relevant personal and demographic information should also be provided. All studies will contain at least some type of interview process, though the manner of that interview will vary from project to project. A list of questions that will form the basis of the interviews to be conducted should also be provided.

Transcript, coding, and analysis:

All research projects will include transcripts of the conducted interviews, thick description of systematic observations, and/or archival data. This raw data should be included



(and will ultimately be an appendix of your project). This raw data will be coded to identify common themes, though these codings will be reliant on the selected theoretical approach. The final project will discuss the themes that were identified, how they were identified, and how the selected theory informed the process.

Results:

In this section of the assignment, you will report the results of your research, outlining how they answered (or failed to answer) the research question and how the results added to our knowledge about the topic.

Remember to refer to Moodle for more information about each of these assignment requirements.

Livetext.com

The School of Education has adopted the Livetext.com system as part of ongoing accreditation initiative and upgrading student knowledge of current technological advances in education. You should have a livetext account, if not, you need to purchase an account do so as soon as possible. A visitors pass to the system can be issued but has limited capability.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Honor Code/Academic Dishonesty

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



Ethical conduct is expected in this course; academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to: plagiarizing; cheating on exams or in the preparation of academic work; copying from tests, reports, etc.; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic information without authorization; collaborating with others without prior authorization; reuse of work in more than one class without informing the instructor; possessing contents of an un-administered examination; and using materials during a test or quiz not authorized by the instructor. While collaboration with cohorts in study groups is encouraged, each student is responsible for his or her own work. Students may not, under any circumstances, turn in work that has been prepared by someone else. Students who work with peers on an assignment must turn in separate, individual work. Students may not copy examples given from the instructor in class. Students are expected to create their own examples. Examples that are copied from the instructor's examples are considered plagiarized.

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

Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

Professionalism is expected in your actions, your language, and your effort. Any student caught cheating on exams, quizzes, or plagiarizing assignments will receive a zero on that test, quiz or assignment and a failing grade for the class. University/Department policy will also apply.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.



ED-R 8005 Advanced Qualitative Research
Course Schedule

DATE	COURSE LECTURE/ACTIVITY	SUBMISSIONS	READINGS
Week One Module	Theorizing methodologies Methodology, epistemology, and island wisdom Introduction to interviewing	Discussion #1	Kvale & Brinkmann, Chapters 1-3; Koro-Ljungberg, Chapter 1
Week Two Module	Ethical considerations in interviewing Interview and context Triangulation, reflexivity, and “triangulaxivity”	Discussion #2 Enrichment Activity: Labels, Meaning, and Triangulation	Kvale & Brinkmann, Chapters 4 & 5; Koro-Ljungberg, Chapter 2
Week Three Module	Designing and interview study Conducting an interview Data matters Analytical interactions	Discussion #3 Research Project: Theory and Methods	Kvale & Brinkmann, Chapters 6 & 7; Koro-Ljungberg, Chapter 3
Week Four Module	Interview subjects Interviewing across lines (culture, age, power) Interview forms: narrative, discursive, conceptual Methodological fluidity: Massumi, Baudillard, Deleuze, and Mol	Discussion #4 Research Project: Research Participants and Interview Questions	Kvale & Brinkmann, Chapters 8 & 9; Koro-Ljungberg, Chapter 4
Week Five Module	Productive failures Transcribing Preparing for analysis Conducting archival research	Discussion #5 Enrichment Activity: Connection, Image, and Dilemma	Kvale & Brinkmann, Chapters 10 & 11; Koro-Ljungberg, Chapter 5; Hill, Chapters 8 & 9 (see Moodle for more details)
Week Six Module	The responsibility of the researcher Meaning and interpretation Language and discourse	Discussion #6 Research Project: Transcript, Coding, and Analysis	Kvale & Brinkmann, Chapters 12 & 13; Koro-Ljungberg, Chapter 6



Week Seven Module	Theoretical readings Analysis as bricolage Reliability and validity in qualitative research Special considerations for educational research	Discussion #7 Enrichment Activity: Ethical Paradox	Kvale & Brinkmann, Chapters 14 & 15; Koro-Ljungberg, Chapter 7
Week Eight Module	Audience and community Reporting results Reflection	Discussion #8 Research Project: Results (The full Research Project with all completed sections should be submitted.)	Kvale & Brinkmann, Chapters 16 & 17; Koro-Ljungberg, Chapter 8

Course No. and Title:**ED-R 8006 Course: Advanced Quantitative Research****Section Information**

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Alicia C. Aguon, PhD

Email Address: aliciaaguon@triton.uog.edu

Office Location: UOG, SOE

Office Phone: (671) 688-2426 (text)

Office Hours: By Appointment

COURSE DESCRIPTION

Advanced Quantitative Research (3 credits)

In this advanced quantitative methods course, students will be able to further develop quantitative research knowledge and skills pertinent to developing the research design and planning for doing data collection and analysis.

COURSE INFORMATION**Technology Prerequisites:**

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the “Student Corner” in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG’s Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community

members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study. The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirement noted in Moodle. It is highly suggested that you read in advance given the pace of 8-week learning sessions. Your time management skills are essential to maximize the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Evaluate quantitative research designs focused on quantitative instruments, data assumptions, variable operationalizations, validity and reliability, and inferential designs.
2. Research quantitative methods: the research question(s), hypothesis, data collection parameters, and feasibility associated with quantitative design of a problem of practice in the educational setting.
3. Analyze quantitative methodology conventions aligned with the problem of practice used in the educational setting. The application of quantitative design of significant and non-significant effects, relationship, differences, and conclusions of quantitative design.
4. Analyze quantitative non-experimental methodological conventions that aligned with the problem of practice used in the educational setting.
5. Synthesize strategies aligned with a research proposal to be used within the quantitative research paradigm.
6. Apply statistical software for quantitative data collection and analysis for quantitative research study designs (ie., experimental designs, non-experimental designs).

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment(s)	Program Learning Outcomes (PLOs)	Institutional Graduate Learning Outcomes (IGLOs)
1	Analysis paper of methodology and design, quantitative data analysis, variables & rational; Discussion Post	1, 4	3
1, 2	Practice using SPSS; Discussion Post: [Speaker Series Part I: SPSS Review]	1, 4	3
2	Analysis paper of the use of quantitative software statistics analyzing secondhand data of a problem of practice of quasi-experimental designs; Discussion Post	1, 4	3
3	Proposed topic using non-experimental design analysis paper; Discussion Post [Speaker Series Part II: SPSS Application]	1, 4	3

4	Research paper of selected quantitative research design	1, 4, 7	3
5	Critique Template of a measurement instrument in the area of interest of a published test with research sources explaining validity and reliability; Discussion Post [Speaker Series III: Analysis of data set]	1, 4, 5, 6, 7	3, 4
6	Research Proposal Outline	1, 2,3,4, 5, 6, 7	3, 2
6	Quantitative Proposal paper	1, 2,3,4, 6, 7, 8	2, 3, 4

COURSE REQUIREMENTS:

Course Material(s):

Balnaves, M., & Caputi, T. (2001). *Introduction to quantitative research methods: An investigative approach*. Thousand Oaks, CA: SAGE.

Luker, K. (2010). *Salsa dancing into the social sciences*. Harvard University Press.

Mertens, D. (2019). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage Publications.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online

activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Assessments/Assignments and Grade Percentage**

Analysis Papers -25%

SPSS Practice = 15%

Discussion Posts 10%

Critique Template of a Measurement Instrument - 10%

Research Proposal Outline –10%

Quantitative Proposal Paper – 30% [Signature Assignment]

ASSIGNMENT DESCRIPTIONS

Analysis Papers, SPSS Practice Worksheet, Discussion Posts, Critique of Critique Template of a Measurement Instrument, Research Proposal Outline, and Quantitative Proposal Paper

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.
Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades,

altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

Course Topics by Weekly Module

WEEK 1/ Module 1: Analysis of an experimental quantitative research methodology and design, data analysis, variables and rational; methodological conventions of quantitative data collection, target population, variables, and results of a topic of interest.

Activities & Assignments Target SLOs 1, 2; PLOs 1, 4

- Analysis Paper; Discussion Post

WEEK 2/ Module 2: Analysis of the use of quantitative software to analyze secondhand dataset of an experimental research design; distinguishing the designs and advantages of the use of true experiments and quasi-experiments. Explore the use of quantitative software.

Activities & Assignments Target SLOs 1, 2; PLOs 1, 4

- Practice using SPSS Worksheet; Discussion Post
- Speaker Series, SPSS Review

WEEK 3/ Module 3: Analysis of the use of quasi-experimental design and use of quantitative software to analyze secondhand data set and distinguish the designs and advantages of the use of independent measures, repeated measures, and matched pairs.

Activities & Assignments Target SLOs 2; PLOs 1, 4

- Analysis Paper, Quasi-Experimental design; Discussion Post

WEEK 4/ Module 4: Analysis of the use of non-experimental research designs and distinguish the designs and advantages of the use of cross-sectional research, correlational research, and observational research. Research will include literature to support maximized control or decrease of human error.

Activities & Assignments Target SLOs 3; PLOs 1, 4

- Proposed Non-Experimental Analysis Paper; Discussion Post
- Speaker Series, SPSS Application

WEEK 5/ Module 5: Analyze the use of experimental research designs, quasi-experimental research designs, and non-experimental designs of how to decrease experimental error and threats to validity aligned with current research to support maximized control or decrease of human error.

Activities & Assignments Target SLOs 4; PLOs 1, 4

- Research Paper, Quantitative Research Design

WEEK 6/ Module 6: Select a quantitative research design based on a problem of practice research scholarly literature review aligned with the problem of practice, use evidence from secondhand archival data.

Activities & Assignments Target SLOs 5; PLOs 1, 4, 5, 6, 7

- Critique Template of a Measurement Instrument of Interest; Discussion Post
- Speaker Series, Analysis of Data Set

WEEK 7/ Module 7: Critique of published measurement instruments in interest with resources explaining validity and reliability in preparation for a proposed or fictitious research proposal for one's future dissertation. Using quantitative software using secondhand data set to execute findings based on the data collection aligned with APA 7 writeup guidelines.

Activities & Assignments Target SLOs 6; PLOs 1, 2, 3, 4, 5, 6, 7

- Research Proposal Outline

WEEK 8/ Module 8: Create a research fictitious quantitative proposal of the statement problem, purpose of research, research questions, type of research design, sample population; data collection strategies, considerations, limitations of the study, and ethical considerations for possible dissertation proposal.

Activities & Assignments Target SLOs 6; PLOs 1, 2, 3, 4, 6, 7, 8

- Quantitative Proposal Paper
-

Syllabi
New Courses
Proposed EdD

Concentration Courses

ED 7005 Instructional & Visionary Leadership

Instructor's Name: Kathrine Gutierrez, Ph.D.
Email Address: gutierrezk@triton.uog.edu
Office Location: School of Education, University of Guam
Office Hours: TBA & by appointment

Course Webpage: <https://moodle.uog.edu/> (Moodle)

Course Duration and Course Format:

8-week online asynchronous

Course Description:

Instructional and Visionary Leadership (3 credits)

Engaging in and cultivating instructional leadership practices and actions at the school/district levels and other educational settings. Defining and executing visionary leadership practices with academic and community stakeholders. Building faculty capacity in efforts of growing leadership and instructional expertise.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:
<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:
<http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirements noted in Moodle. It is highly suggested that you read in advance given the pace of our 8-week learning sessions. Committed weekly participation is required in the asynchronous sessions per the assignments and activities required for the week.

Online Netiquette* (*means Internet Etiquette - A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Describe one's leadership "why" as a school/district leader or academic leader.
2. Understand and be able to define instructional and visionary leadership in practice.
3. Articulate and delineate a logic model for instructional leadership.
4. Generate and outline a visioning process for a school/district or other academic context.
5. Create a plan of action, the assessment process and articulate the action impact, outcome.
6. Describe the cultural context and community that informs your leadership practice and actions.
7. Prepare a presentation that articulates a vision for a school/district or other academic context.
8. Explain one's reflections of leading instructional and visionary practices forward.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity.	3, 4, 5	1, 3, 4, 5
2	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity.	1, 2, 3, 4, 5	1, 3, 4, 5
3	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, logic model.	1, 2, 3, 4, 5	1, 3, 4, 5
4	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, outline visioning process.	1, 2, 3, 4	1, 3, 4, 5

5	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, plan of action.	1,2,3,4, 5, 6,7	1, 2, 3, 4, 5
6	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, plan of action, presentation, summary statement.	3, 4, 5	1, 3, 4, 5
7	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, vision presentation.	1,2,3,4, 5	1, 2, 3, 4, 5
8	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, summary statement.	1, 2, 3,4, 5	1, 3, 4, 5

Course Materials:**Required Texts:**

Dewitt, P. M. (2020). *Instructional leadership: Creating practice out of theory*. Thousand Oaks, CA: Corwin Press.

Mason, C. Y., Liabenow, P. W., & Patschke, M. D. (2020). *Visioning onward: A guide for all schools*. Thousand Oaks, CA: Corwin Press.

Supplemental:

Additional learning information and resources (i.e., posted by instructor) per weekly module.

FYI Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
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F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Online Course Participation and Work Submission Due Dates****Online Course Presence and Participation:**

Students are expected to participate in weekly asynchronous course activities and encouraged to attend synchronous sessions noted for additional learning engagement opportunities.

Work Submission Due Dates and Extension Requests:

All course activities are expected to be submitted on the stated due date. Given the course is in an 8-week timeline, it is imperative that students stay up-to-date on the weekly module activities and submissions. Request for extensions will be considered based on individual circumstances (i.e., emergencies).

Course Assessment/Assignments & Grade Percentages

30%	Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
15%	submission of logic model for instructional leadership
15%	submission of visioning process outline for a school/district or academic context

- 20% written document: Plan of Action, Assessment Process, and Action Impact, Outcome [Signature Assignment]
- 15% presentation: Vision and Visioning Process for a School/District or Academic Context [Signature Assignment]
- 10% Summary statement: Reflection of Leading Instructional & Visionary Practices Forward

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

- Module 1: Leadership Journey – Establishing your “Why” as a School/District Leader or Academic Leader
- Module 2: Articulation of Instructional and Visionary Leadership Concepts
- Module 3: Logic Model for Instructional Leadership
- Module 4: Visionary Leadership and Visioning Process
- Module 5: Plan for Action, Assessment, and Impact
- Module 6: Thought Leader, Cultural Context, Community and Practice
- Module 7: Vision and Visioning Process Presentation
- Module 8: Reflections and Leading Instructional and Visionary Practices Forward

Policy Statements and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee.

Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

Course No. and Title:**ED 7007 Course: Program Evaluation and Data for Evidence-Based Performance****Section Information**

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Alicia C. Aguon, PhD and/or Zenaida Napa Natividad, PhD

Email Address: aaguon@triton.uog.edu

Office Location: UOG, SOE

Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

COURSE DESCRIPTION**Program Evaluation and Data for Evidence-Based Performance (3 credits)**

This course covers the foundational concepts of evaluation and incorporates the principles of program evaluation and classroom assessment. As instructional leaders, the knowledge to practice of how evaluation data at the micro level is essential to the overall assessment of school or district level programs at the macro level. Concepts such as formative and summative evaluation; norm-referenced and criterion-reference assessment; and quantitative and qualitative data and its evidence to drive school improvement efforts. This course will include field activity practices.

COURSE INFORMATION**Course Topics by Weekly Module**

Module 1: Develop an understanding of precepts, principles, processes, practices, and problem-solving techniques in program evaluation.

Module 2: Examine the evaluability of a program vision, mission, goals, strategies, activities, and stakeholders.

Module 3: Application of appropriate analytical framework and use of software used in the evaluation process.

Module 4: Understand the interconnectedness among program resources, inputs, activities, outputs, outcomes, and impact in a logic model or theory of action for evaluation.

Module 5: Utilize multiple measures and improvement-focused approaches in selecting the appropriate data analysis framework.

Module 6: Apply qualitative and quantitative analysis methods and understand the issues associated with reliability and validity of data collection tools, particularly in a multicultural/multilingual context.

Module 7: Target evaluation results utilization through effective communication strategies of the findings to the relevant stakeholders.

Module 8: Examine the effectiveness, value, and cultural relevance of the evaluation process based on data-driven practices to support school and program improvement efforts.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words "network" and "etiquette", netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course. Remember your "netiquette," or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions

and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Apply appropriate strategies for formative and summative evaluation.
2. Utilize both norm-reference and criterion-referenced tests for evaluating student growth and performance.

3. Develop teacher made assessment tools and rating scales for evaluating student growth.
4. Interpret various test scores used in both NRTs and CRT assessments.
5. Select or develop adequate tools for effective evaluation.
6. Understand issues associated with reliability and validity for all assessment tools, particularly in multicultural/multilingual context.
7. Understand the ethics of assessment procedures used to evaluate students in classrooms.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Course Topics by Weekly Module	Student Learning Objective (SLOs)	Assessment(s)	Program Learning Outcomes for Students (PLOs)	Institutional Graduate Learning Outcomes (IGLOs)
1	1	Program Evaluation Plan Paper; Data Collection (field work)	1, 3	3
2	1	Discussion Paper	1	3
3	2	Analytical Framework Paper	1, 4	3
4	3	Logic Model or Theory to Action Research Paper	2, 4	3
5	3	Evaluation Design Research Paper	4	2, 3
6	4	Description of Evaluation of Data Paper	4	3
7	5	Data Visualization Paper	4, 5, 6, 7	2, 3
8	6, 7	Defend a Program: Research Paper	4, 5, 6, 7, 8	2, 3, 5

COURSE REQUIREMENTS:**Course Material(s):**

Bernhardt, V.L. (2013). *Data analysis for continuous school improvement* (3rd ed.). New York, NY: Routledge Taylor & Francis Group.

Forum Guide to Data Visualization (2017). National Forum on Education Statistics, U.S. Department of Education. Washington, D.C.

Goodwin, B., Cameron, G, & Hein, H. (2017). *Balanced leadership for powerful learning* (3rd ed.). Washington, DC: McREL.

Pasavac, E. & Carey, R. (2010). *Program evaluation: Methods and case studies* (8th ed.). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

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Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
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F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Assessments/Assignments and Grade Percentage****Methods of Evaluation:**

Program Evaluation Plan Paper - 10%

Data Collection Field Work - 10%

Discussion Paper - 10%

Analytical Framework Paper - 10%

Logic Model Paper - 10%

Evaluation Design Research Paper - 10%

Description of Evaluation of Data Paper - 10%

Data Visualization Paper - 10%

Signature Assignment, Defend a Program PowerPoint and Research Paper - 20%

ASSIGNMENT DESCRIPTIONS

Program Evaluation Plan Paper, Data Collection Field Work, Discussion Paper, Analytical Framework Paper, Logic Model Paper, Evaluation Design Research Paper, Description of Evaluation of Data Paper, Data Visualization Paper, and Defend a Program PowerPoint and Research Paper.

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.

Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information

No Unauthorized Recording

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

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Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

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Syllabus Statement

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Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
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3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

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

COURSE CALENDAR

Course Topics by Weekly Module

WEEK 1/ Module 1: Develop an understanding of precepts, principles, processes, practices, and problem-solving techniques in program evaluation.

Activities & Assignments Target SLOs 1; PLOs 1, 3

- Program Evaluation Plan Paper; Data Collection (fieldwork)

WEEK 2/ Module 2: Examine the evaluability of a program vision, mission, goals, strategies, activities, and stakeholders.

Activities & Assignments Target SLOs 1; PLOs 1

- Discussion Paper

WEEK 3/ Module 3: Application of appropriate analytical framework and use of software used in the evaluation process.

Activities & Assignments Target SLOs 2; PLOs 1, 4

- Analytical Framework Paper

WEEK 4/ Module 4: Understand the interconnectedness among program resources, inputs, activities, outputs, outcomes, and impact in a logic model or theory of action for evaluation.

Activities & Assignments Target SLOs 3; PLOs 2, 4

- Logic Model or Theory to Action Research Paper

WEEK 5/ Module 5: Utilize multiple measures and improvement-focused approaches in selecting the appropriate data analysis framework.

Activities & Assignments Target SLOs 3; PLO 4

- Evaluation Design Research Paper

WEEK 6/ Module 6: Apply qualitative and quantitative analysis methods and understand the issues associated with reliability and validity of data collection tools, particularly in a multicultural/multilingual context.

Activities & Assignments Target SLOs 4; PLOs 4

- Description of Evaluation of Data Paper

WEEK 7/ Module 7: Target evaluation results utilization through effective communication strategies of the findings to the relevant stakeholders.

Activities & Assignments Target SLOs 5; PLOs 4, 5, 6, 7

- Data Visualization Paper

WEEK 8/ Module 8: Examine the effectiveness, value, and cultural relevance of the evaluation process based on data-driven practices to support school and program improvement efforts.

- Activities & Assignments Target SLOs 6, 7; PLOs 4, 5, 6, 8

Defend a Program; Research Paper

Course No. and Title:

ED 7008 Course: Financial Resources and Building Instructional Capacity

Section Information

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Genevieve Leon Guerrero, PhD

Email Address: gen.lg@triton.uog.edu

Office Location: UOG, SOE

Office Phone: (671) 688-2426 (text)

Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

Hafa Adai Tritons! As your professor I offer my teaching and skillsets as a curriculum specialist and master teacher of evidence-based research are critical to building teaching pedagogy. As future or current administrators, as you shape your professional narrative to building as problems solvers who with data-driven, scholarly based practices, and cultural mindset for balanced school leadership to support district goals, mentors for teaching pedagogy, and narrow the student academic achievement deficit in your school site.

COURSE DESCRIPTION

Financial Resources and Building Instructional Capacity (3 credits)

This course will include knowledge building of financial resources and building instructional capacity with the application to the practice of the development and care of financial matters. A range of financial priorities using student performance and attention to best practices of resource allocation for student learning based on evaluating revenue resources; developing and validating proposed school budget; and leadership skills for best practices of school operations.

COURSE INFORMATION

Course Topics by Weekly Module

Module 1: Examine the models in the new learning ecosystem.

Module 2: Examine school site budget and management of federal aid and local revenues.

Module 3: Develop knowledge of the range of costs of personnel in the school building and school system using student performance to drive financial priorities.

Module 4: Develop knowledge of the cost at the federal and local levels to improve school setting cost for all IDEA special education mandates.

Module 5: Analysis based on school setting student performance of the value of virtual instruction, face to face instruction to support curriculum goals and assessment for responsive leadership best-practices.

Module 6: Develop knowledge of fiscal management plans driven to support learner-centered instruction during a crisis using substitution, augmentation, modification, redefinition (SAMR) Model.

Module 7: Analyze funding resources for accountability, fiscal control, and audits.

Module 8: Develop a financial plan of care for a school setting and implications that correlate with interrelationships between district and school budgets.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words "network" and "etiquette", netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study. The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirement noted in Moodle. It is highly suggested that you read in advance given the pace of 8-week learning sessions. Your time management

skills are essential to maximize the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Build knowledge of school ecosystem costs based on student performance, IDEA Special Education mandates financial management priorities.
2. Understand the financial models, budget and management, and federal aid and local revenues.
3. Develop a fiscal management plan that is student-centered for responsive leadership.
4. Analyze funding resources for your school setting and the interrelationships of school districts and accountability.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessment(s)	Program Learning Outcomes (PLOs)	Institutional Graduate Learning Outcomes (IGLOs)
1	Research Paper; Discussion Post	4	3
1	PowerPoint Presentation for Faculty	4, 5	3
2	Research Paper	4	3
2	Research Paper; Critical Friend	4	3
3	Research Paper; Discussion Post	4, 5	2, 3
3	Research Paper	4, 5	2, 3
4	Research Paper; Critical Friend	1, 2, 4, 5	2, 3, 4
4	PowerPoint Presentation; Research Paper	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5

COURSE REQUIREMENTS:**Course Material(s):**

- Butler, T. (2021). *School Leadership: Learner-centered leadership in times of crisis*. Coppel, TX: Butler Leadership Consulting.
- Coffin S.V. & Cooper, B.S. (2018). *District financial leadership today*. Maryland: The Rowman & Littlefield Publishing Group, Inc.
- Mazurkiewics, G. & Fischer, J.M. (2021). *The power of responsive educational leadership: Building schools for global challenges*. New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%

C+ 77-79%: Below mastery and competency of course material.

C 70-76%: Below mastery and competency of course material.

F <70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

Assessments/Assignments and Grade Percentage

1. Mini Papers - 40%
2. Discussion Posts 10%
3. Critical Friend - 5%
4. PowerPoint Presentation for Faculty 15%
5. Signature Paper - 30% [Signature Assignment]

ASSIGNMENT DESCRIPTIONS

Mini Papers, Discussion Post, Critical Friend Review, PowerPoint Presentation for Faculty; and Signature Paper

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.

Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been

submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

WEEK 1/ Module 1: Examine the models in the new learning ecosystem.

Activities & Assignments Target SLOs 1; PLO 4

- Research Paper; Discussion Post

WEEK 2/ Module 2: Examine school site budget and management of federal aid and local revenues.

Activities & Assignments Target SLOs 1; PLOs 4, 5

- PowerPoint Presentation for Faculty

WEEK 3/ Module 3: Develop knowledge of the range of costs of personnel in the school building and school system using student performance to drive financial priorities.

Activities & Assignments Target SLOs 2; PLOs 4

- Research Paper

WEEK 4/ Module 4: Develop knowledge of the cost at the federal and local levels to improve school setting cost for all IDEA special education mandates.

Activities & Assignments Target SLOs 2; PLO 4

- Research Paper

WEEK 5/ Module 5: Analysis based on school setting student performance of the value of virtual instruction, face to face instruction to support curriculum goals and assessment for responsive leadership best-practices.

Activities & Assignments Target SLOs 3; PLOs 4, 5

- Research Paper, Discussion Post

WEEK 6/ Module 6: Develop knowledge of fiscal management plans driven to support learner-centered instruction during a crisis using substitution, augmentation, modification, redefinition (SAMR) Model.

- Activities & Assignments Target SLOs 3; PLOs 4, 5

Research Paper

WEEK 7/ Module 7: Analyze funding resources for accountability, fiscal control, and audits.

Activities & Assignments Target SLOs 4; PLOs 1, 2, 4 5

- Research Paper

WEEK 8/ Module 8: Develop a financial plan of care for a school setting and implications that correlate with interrelationships between district and school budgets.

Activities & Assignments Target SLOs 4; PLOs 1, 2, 3, 4, 5, 6

- PowerPoint Presentation; Research Paper

ED 7009 Strategic Planning and Leadership

Instructor's Name: Kathrine Gutierrez, Ph.D.
Email Address: gutierrezk@triton.uog.edu
Office Location: School of Education, University of Guam
Office Hours: TBA & by appointment

Course Webpage: <https://moodle.uog.edu/> (Moodle)

Course Duration and Course Format:

8-week online asynchronous

Course Description:

Strategic Planning and Leadership (3 credits)

Strategic planning process, assessment and analysis of data and issues in schools/district contexts and academic settings that lead to creation of strategies for goal attainment and achievement of educational outcomes.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:

<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:

<http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirements noted in Moodle. It is highly suggested that you read in advance given the pace of our 8-week learning sessions. Committed weekly participation is required in the asynchronous sessions per the assignments and activities required for the week.

Online Netiquette* (*means Internet Etiquette - A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Student Learning Outcomes (SLOs):

During the course and at the completion of the course, a student will be able to:

1. Understand and define “strategy” and “strategic planning” for continuous improvement, and in relation to the educational context and school community and stakeholders.
2. Identify and analyze issues in practice in relation to goal setting and priorities, and articulation of key strategies to transform teaching and learning.
3. Apply best practices, research, and data evidence to build a strategy plan to improve teaching and learning, respective to the educational context and stakeholders.
4. Understand and communicate one’s leadership role regarding strategic leadership to lead learning and advance improvements in educational practice, and in collaboration with diverse stakeholders.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam’s Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG’s Institutional Graduate Learning Outcomes (IGLOs).

Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity	2,3,4,5	1,3,4,5
2	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, vision of a graduate, strategy map, signature activity.	1, 2,3,4, 5	1,3,4,5
3	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, vision	1,2,3,4, 5, 6, 7	1,2,3,4,5

	of a graduate, strategy map, signature activity.		
4	Weekly online course activities: i.e., discussion posts, specific module learning activities; and application activity, signature activity.	1,2,3,4, 5	1,4,5

Course Materials:**Required Texts:**

Stevenson, I., & Weiner, J. M. (2021). *The strategy playbook for educational leaders: principles and processes*. New York: Routledge.

Westover, J. (2020). *Districts on the move: Leading a coherent system of continuous improvement*. Thousand Oaks, CA: Corwin.

Supplemental:

Additional learning information and resources (i.e., posted by instructor) per weekly module.

FYI Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES**Online Course Participation and Work Submission Due Dates****Online Course Presence and Participation:**

Students are expected to participate in weekly asynchronous course activities and encouraged to attend synchronous sessions noted for additional learning engagement opportunities.

Work Submission Due Dates and Extension Requests:

All course activities are expected to be submitted on the stated due date. Given the course is in an 8-week timeline, it is imperative that students stay up-to-date on the weekly module activities and submissions. Request for extensions will be considered based on individual circumstances (i.e., emergencies).

Course Assessment/Assignments & Grade Percentages

30%	Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
15%	Application Activities: learning reflection of topics and issues in practice – application activities per weekly module
15%	Portrait, Vision of a Graduate
20%	Strategy Map – Backward Mapping

20% Signature Activity: Strategic Plan, Focused Strategies

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

- Module 1: Introduction and Overview: Strategy, Strategic Planning
- Module 2: Best Practices, Guiding Principles
- Module 3: Goals, Priorities, Strategic Focus
- Module 4: Tools for Strategic Planning: Assessments, Rubrics, Templates
- Module 5: Vision of a Graduate – Possibilities and Realities
- Module 6: Collective Work: Shared Leadership, Distributive Leadership, Stakeholder Collaboration
- Module 7: Strategic Plan: Does it work? Evidence-based outcomes
- Module 8: Research to Practice: Building Capacity & Continuous Improvement

Policy Statements and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee.

Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at:

<https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix**EdD Program Learning Outcomes (PLOs):**

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs)

as:

“Upon completion of their degree program, graduate students will:

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

Course No. and Title:**ED 7012 Course: Education Policy & Change****Section Information**

Section: 001/002

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Genevieve Leon Guerrero, PhD

Email Address: gen.lg@triton.uog.edu

Office Location: UOG, SOE

Office Phone: (671) 688-2426 (text)

Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

Hafa Adai Tritons! As your professor I offer my teaching and skillsets as a curriculum specialist and master teacher of evidence-based research are critical to building teaching pedagogy. As future or current administrators, as you shape your professional narrative to building as problems solvers who with data-driven, scholarly based practices, and cultural mindset for balanced school leadership to support district goals, mentors for teaching pedagogy, and narrow the student academic achievement deficit in your school site.

COURSE DESCRIPTION

Education Policy & Change (3 credits)

This course will cover policy values and principles, theory, analysis, range of approaches to policy development, implementation, and evaluation while incorporating multiple stakeholder intentional discussions, review of current legislation and policy surrounding a problem of practice.

COURSE INFORMATION**Course Topics by Weekly Module**

Module 1: Develop an understanding of precepts, principles, processes, practices, and problem-solving techniques in program evaluation.

Module 2: Examine the evaluability of a program vision, mission, goals, strategies, activities, and stakeholders.

Module 3: Application of appropriate analytical framework and use of software used in the evaluation process.

Module 4: Understand the interconnectedness among program resources, inputs, activities, outputs, outcomes, and impact in a logic model or theory of action for evaluation.

Module 5: Utilize multiple measures and improvement-focused approaches in selecting the appropriate data analysis framework.

Module 6: Apply qualitative and quantitative analysis methods and understand the issues associated with reliability and validity of data collection tools, particularly in a multicultural/multilingual context.

Module 7: Target evaluation results utilization through effective communication strategies of the findings to the relevant stakeholders.

Module 8: Examine the effectiveness, value, and cultural relevance of the evaluation process based on data-driven practices to support school and program improvement efforts.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a school leaders is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course. Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. a. Do not say things in an email or forum post that you would not say face to face. b. Be polite, concise, and remember that all-caps signify yelling. c. Do not send forwards to the class list or to the professor. d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures. e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a

doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Understand the theoretical approaches to public policy making.
2. Draw connections from different types of public policies aligned with a problem of practice.
3. Understand the range of evidence-based practices data collection
4. Create a multi-tiered system support in policy development.
5. Create a policy advocacy proposal of a problem to practice grounded in multi-tiered system support.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Assessments(s)	Program Learning Outcomes for Students (PLOs)	Institutional Graduate Learning Outcomes (IGLOs)
1	Research Paper	1	3
1	Research Paper, Discussion Post	1, 2, 4	3, 5
2	Data Collection Matrix	1, 4	3
2	Literature Map	1, 4, 5, 6	3
3	Research Paper	1, 2, 4, 6	3
3	Research Paper	1, 2, 4, 6	3
4	Discussion Post, Draft Policy Outline	4, 5, 7	2, 3, 4, 5
5	PowerPoint for Stakeholders, Proposed Advocacy Policy Revision Paper [signature assignment]	1, 2, 3, 4, 7	1, 2, 3, 4, 5

COURSE REQUIREMENTS:**Course Material(s):**

Folwer, F. (2012). *Policy studies for educational leaders* (4th ed.). Upper Saddle River, NJ: Pearson Education.

Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.

F <70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

Assessments/Assignments and Grade Percentage

1. Mini Research Papers - 30%
2. Discussion Postings - 10%
3. Draft a Policy Outline - 10 %
4. PowerPoint Presentation for Stakeholders - 15%
5. Data Collection Matrix - 10%
6. Literature Map - 10 %
7. Advocacy Policy Revision Paper 20% [Signature Assignment]

ASSIGNMENT DESCRIPTIONS

Research Papers, Discussion Postings, Draft a Policy Outline, PowerPoint Presentation for Stakeholders; Data Collection Matrix; Literature Map, and Proposed Advocacy Policy Revision.

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.

Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The following certification statement should be included for submitted papers:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference

listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

WEEK 1/ Module 1: Build knowledge of leadership role in policy development framed in theoretical approaches of public-policy making.

Activities & Assignments Target SLOs 1; PLO 1

- Research Paper

WEEK 2/ Module 2: Develop knowledge of a current policy of interest. Review Federal and/or State and Local Education Policy which shapes current research-based policies of a similar application to practice challenge.

Activities & Assignments Target SLOs 1; PLO 1, 2 4

- Research Paper, Discussion Post

WEEK 3/ Module 3: Focus on data-driven case dilemmas within the K-20 school setting context to frame the educational landscape of the problem of practice.

Activities & Assignments Target SLOs 2; PLO 1, 4

- Data Collection Matrix

WEEK 4/ Module 4: Develop knowledge and skills focused on high stakes ethical challenges to inform leadership roles for practical improvements.

Activities & Assignments Target SLOs 2; PLOs 1, 2, 4, 5, 6

- Literature Map

WEEK 5/ Module 5: Analyze leadership challenges focused on multi-tiered system support such as research, data collection, equitable resources, legislative revision initiatives, funding allocation, compliance, and accountability in policy development. Build a network of critical friends as informed leaders of informed practitioners.

Activities & Assignments Target SLOs 3; PLOs 1,2, 4,6

- Research Paper

WEEK 6/ Module 6: Develop a proposed stakeholder knowledge development presentation with intentional conversations of a proposed advocacy policy creation or revision incorporating external review of extended stakeholders in the school district or villages.

Activities & Assignments Target SLOs 3; PLOs 1,2, 4, 6

- Research Paper

WEEK 7/ Module 7: Develop know growth of a proposed advocacy policy using a current institutional policy as a draft revision.

Activities & Assignments Target SLOs 4; PLOs 4, 5, 7

- Discussion Post, Draft Policy Outline

WEEK 8/ Module 8: Develop research to practice product addressing an advocacy policy creation or revision using scholarly driven literature and culturally responsive practices with multiple paradigms for proffering solutions for practice improvements.

Activities & Assignments Target SLOs 5; PLOs 1, 2, 3, 4, 7

- PowerPoint for Stakeholders; Advocacy Policy Revision
-

Course No. and Title:

ED 7013 Course: Leadership and Learning for the Western Pacific Region and Global Arena

Section Information

Section: 001

Course Delivery Mode: OLL-Asynchronous

8-week online asynchronous

Instructor Information/Section 001

Instructor's Name: Kathrine Gutierrez, PhD
Email Address: gutierrezk@triton.uog.edu
Office Location: School of Education, University of Guam
Office Hours: TBA & by appointment

Instructor's Name: Genevieve Leon Guerrero, PhD
Email Address: gen.lg@triton.uog.edu
Office Location: UOG, SOE
Office Phone: (671) 735-2411
Office Hours: By Appointment

My preferred method of communication is...UOG Triton email

COURSE DESCRIPTION

Leadership and Learning for Western Pacific Region & Global Arena (3 credits)

This course will expand on understanding leadership concepts and frameworks for engaging in whole system learning and application of leading with people to improve processes and practices. A foundation of leading and learning will be nested in a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills. Course discourse will unite perspectives of societal and cultural customs/manners of leading and collaborating with stakeholders, and as a way of doing and engaging in leadership actions via one's leadership identity and co-leadership with others. Additionally, the course will have students analyze, critique and plan for one's leadership role and service leadership role that connects and transforms learning communities in educational and organizational contexts.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course is delivered in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Required Hardware and Software

1. A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
2. Reliable high-speed (Cable or DSL) Internet connection
3. A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
4. [Adobe \(Acrobat\) Reader](#). Download is free.

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials.

For help to gaining access to Moodle for your password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 745-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Online Learning Environment Expectations:

Online Netiquette* (means Internet Etiquette – A modeling of the words "network" and "etiquette", netiquette refers to the manner in which communication is conveyed in an electronic environment.

Your learning engagement as part of a cohort is one of exemplary role model of a professional that is responsive to others, verbal and text correspondence of a respectful manner that is receptive to different viewpoints presented, and culturally responsive to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course. Remember your "netiquette," or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a learning environment and students must adhere to high standards of academic behavior. This learning environment is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate an individual are inappropriate and will not be tolerated.

Online Learning Environment Expectations and Instructor Response Time

1. It is expected for all participants to be actively engaged as post-graduate students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
2. As your instructor, I look forward to the exchange of ideas with my response to your inquiry and discussion post within 1-2 days.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Information:

This course is a core required course in the EdD program of study. The course will run in an 8-week module/unit format and include an advance getting started week for you to orientate yourself to the course in Moodle. Each of the 8 weeks will entail readings, assignments, and activities to be completed weekly per the requirement noted in Moodle. It is highly suggested that you read in advance given the pace of 8-week learning sessions. Your time management skills are essential to maximize the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning.

Student Learning Outcomes:

Student Learning Outcomes during the course and at the completion of the course, students will be able to:

1. Define an organizational leadership problem and situate it in a school or academic context.
2. Use research-based evidence and data to support the identification of the problem in practice.
3. Engage in reflective practice with cohort to create a proposed action plan, grounded in research and data, for solutions to the problem in practice.
4. Assess, survey and communicate with multiple diverse stakeholders to be informed of community viewpoints about the problem.
5. Express ideas and facts on proffering solutions to an issue in practice demonstrated in scholarly writing and through oral, visual presentation formats.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Weekly Module	Learning Objectives Student Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	1	Literature Review Rubrics; Critical Friend Review Teams; Discussion Post	1,2	1
2	1,2	Literature Review	1,2,6	1,3
3	3	Draft Proposal for Community Discussion Forum	4,5,6	1,2,3
4	3,4	Group Conference Paper Proposal Discussion- Draft; Discussion Post	3,4,5,6	1,2,3,4

5	3,4,5	Conference Paper Proposal	3,4,5,6	1,2,3,4
6	4,5	Conference Paper Outline	3,4,5,6	3,4,5
7	3,4,5	Draft Conference Paper Proposal; Critical Friend Review, Change Matrix Feedback	3,4,5,6,7	1,2,3,4,5
8	3,4,5	Graduate Speaker Series and/or Institutional Conference Presentation; PowerPoint Presentation; Call for Paper Submission	1,2,3,4,5,6,7	1,2,3,4,5

COURSE REQUIREMENTS:

This course will have students review and read scholarly journal articles as the primary source of literature for the course. A compendium of scholarly articles will inform the learning conversations stemming from the articles' empirical scholarship information about examples and cases of leadership, decision-making, cultural context and community lens.

Students will be required to access articles from the following peer-reviewed academic journals:

- Micronesian Educator Journal (SOE, UOG) at: <https://www.uog.edu/schools-and-colleges/school-of-education/micronesian-educator/>
- Pacific Asia Inquiry at: <https://www.uog.edu/schools-and-colleges/college-of-liberal-arts-and-social-sciences/pacific-asia-inquiry/>
- International Education Journal: Comparative Perspectives at: [International Education Journal: Comparative Perspectives \(sydney.edu.au\)](http://International Education Journal: Comparative Perspectives (sydney.edu.au))
- Journal of Leadership Education, at: <https://journalofleadershiped.org/authors/>
- International Journal of Leadership in Education, at: <https://www.tandfonline.com/journals/tedl20>

Required Writing APA Style Guide

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

Access Statement

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Online Asynchronous Course Participation:

Your concentrated efforts to support your cognitive development to commit a minimum of increments of 2-3 hours/daily for readings (scholarly articles, textbook, discussion posts), writing (multiple drafts), and mentoring peer discussions.

GRADING INFORMATION**Course Grade Scale (Letter & Percent)**

A+	98-100%: Outstanding
A	93-97%
A-	90-92%
B+	87-89%: Good
B	83-86%
B-	80-82%
C+	77-79%: Below mastery and competency of course material.
C	70-76%: Below mastery and competency of course material.
F	<70 is Fail

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

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

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

Literature Review 15%
Critical Review Feedback 5%
Discussion Posts 5%
Proposal for a Community Forum 10%
Paper Outline 10%
Change Matrix 5%
PowerPoint Presentation - 20%
Signature, Conference Paper - 30% [Signature Assignment]

ASSIGNMENT DESCRIPTIONS

The assignments include the following: Literature Review, Critical Review Feedback, Discussion Posts, Proposal Outline and Paper, Change Matrix, PowerPoint Presentation, and Signature Conference Paper.

Note: All assignments due date must be submitted by Sunday, 11:55 p.m.
Schedule of classroom discussions will be recorded by the instructor and uploaded in the weekly module with an indication of topics to be considered.

Course, Program, and University Policies and Other Information**No Unauthorized Recording**

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the [Student Conduct Code](#) and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

Certification of Original Work

Students in the online course must verify the originality of work submitted. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright,

trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at: <https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

Course Topics by Weekly Module (or Unit)

Module 1: Identification of a problem of practice to be aligned with research-based leadership practices.

Module 2: Problem of practice, scholarship, and a range of types of stakeholder surveys, student data, and faculty.

Module 3: Synthesize a range of scholarships of literature aligned with the problem of practice, leadership framework, stakeholder or student data that informs a problem, and findings/results.

Module 4: Create a draft proposal inclusive of evidence-based practice similar data, instruments, research methodology, findings/results, and recommendations for future research.

Module 5: Research applicable data that demonstrates the problem of practice, policies, and research-based practices aligned with similar research of problem.

Module 6: Demonstrate cohort engagement in critical and advocate feedback in review of a proposed forum presentation.

Module 7: Create a synthesis of research-based literature of similar, data demonstrating problem in practice, existing policy, proposed solutions, and evaluation as proffering in a visual platform.

Module 8: Create research to practice product addressing educational dilemma aligned with a leadership theory, problem to data-driven, framed in literature research, differentiating cultural responsiveness, solution offerings, and stakeholder supportive strategies. A cohort created project in a forum setting to demonstrate inclusive, collaborative, and cultural engagement.

WEEK 1/ Module 1: Identification of a problem of practice to be aligned with research-based leadership practices.

Activities & Assignments Target SLOs 1; PLO 1, 2

- Literature Review; Critical Friend Review Teams, Discussion Post

WEEK 2/ Module 2: Building upon a problem of practice, scholarship, and a range of types of stakeholder surveys, student data, and faculty.

Activities & Assignments Target SLOs 1,2; PLO 1, 2, 6

- Literature Review

WEEK 3/ Module 3: Synthesize a range of scholarships of literature aligned with the problem of practice, leadership framework, stakeholder or student data that informs a problem, and findings/results.

Activities & Assignments Target SLOs 3,4; PLO 3, 4, 5, 6

- Draft Proposal for Community Discussion Forum

WEEK 4/ Module 4: Create a draft proposal inclusive of evidence-based practice similar data, instruments, research methodology, findings/results, and recommendations for future research.

Activities & Assignments Target SLOs 3, 4; PLOs 3, 4, 5, 6

- Group Conference Paper Proposal, Discussion Post

WEEK 5/ Module 5: Research applicable data that demonstrates the problem of practice, policies, and research-based practices aligned with similar research of problem.

- Activities & Assignments Target SLOs 3, 4, 5; PLOs 1,2 3, 4
Conference Paper Proposal

WEEK 6/ Module 6: Demonstrate cohort engagement in critical and advocate feedback in review of a proposed forum presentation.

Activities & Assignments Target SLOs 4, 5; PLOs 3, 4, 5, 6

- Conference Paper Outline

WEEK 7/ Module 7: Create a synthesis of research-based literature of similar, data demonstrating problem in practice, existing policy, proposed solutions, and evaluation as proffering in a visual platform.

Activities & Assignments Target SLOs 3,4,5; PLOs 3, 4, 5, 6, 7

- Draft Conference Paper; Critical Friend Review; Change Matrix

WEEK 8/ Module 8: Create research to practice product addressing educational dilemma aligned with a leadership theory, problem to data-driven, framed in literature research, differentiating cultural responsiveness, solution offerings, and stakeholder supportive strategies. A cohort created project in a forum setting to demonstrate inclusive, collaborative, and cultural engagement.

Activities & Assignments Target SLOs 3, 4, 5; PLOs 1, 2, 3, 4, 5, 6, 7

- Graduate Speaker Series and/or Institutional Conference Presentation; PowerPoint Presentation; Call for Paper Submission

Appendix 7

Course Syllabi

for

Proposed EdD

**Proposed: Doctor of Education in Instructional and Academic
Leadership**
(EdD in Instructional and Academic Leadership)

School of Education
University of Guam/Unibetsedåt Guåhan

**Syllabi
New Courses
Proposed EdD**

**Candidacy
&
Dissertation Courses**

Candidacy Advancement ED-DR 7014

Section Information and Format

Section: 001 etc. *note: this course will have multiple sections dependent on cohort size and number of students' assigned to faculty advisor/faculty chair.

Course Delivery Mode: OLL – Online Learning course

8-week online course: asynchronous primary with weekly synchronous meeting, as needed.

Instructor Information/Section 001

Instructor's Name: Kathrine Gutierrez, Ph.D.

Email Address: gutierrezk@triton.uog.edu

Office Location: School of Education, University of Guam

Office Hours: TBA & by appointment

Course Description:

Doctoral Students must enroll in 3 credits of candidacy advancement to work on the advancement to candidacy examination. The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation. Advancement to candidacy allows students to begin the dissertation proposal process.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course materials are housed in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:

<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:

<http://www.adobe.com/products/reader.html>

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Student Learning Outcomes (SLOs):

During this course and at the completion of the course candidacy examination, a doctoral student will be able to:

1. Articulate in writing and oral presentation a comprehensive and detailed response to all examination questions that demonstrate mastery understanding of the EdD Program Learning Outcomes 1-7.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs).

Student Learning Outcomes (SLOs)	Artifacts & Assessment Methods	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Artifacts: Written Candidacy Examination and Presentation both Oral and Visual Presentation Assessment Methods: Candidacy Written Exam Rubric Candidacy Oral Exam Rubric	1-7	1, 3, 4, 5

Course Materials:**Required Text:****Research Writing APA Style guide:**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Candidacy Examination Style Guide Template & Instructions for Written & Oral Examination – forthcoming.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

Online Learning Environment and Expectations

Online Netiquette* (*means Internet Etiquette - A modeling of the words “network” and “etiquette”, netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Candidacy Advancement Description:

The Candidacy component preparation will be part of the Mentoring process established with the doctoral student and the doctoral advisor/chair.

Upon successful completion of the EdD Program of Study foundation courses, research courses, and concentration courses, and with the minimum grade of “B” earned for each course, the doctoral student will enroll in the Candidacy Advancement course.

The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation.

Advancement to candidacy allows a doctoral student to begin the dissertation proposal process.

The written and oral examination will be prepared by the student’s chairperson with input from the dissertation committee members.

Written Examination:

The written examination shall include three (3) main sections:

- 1) Foundation core question(s)
- 2) Research core question(s)
- 3) Specialization core question(s)

The written examination shall be provided to the student during the first week of the course. The student will have (six) 6 weeks to work on the written examination. The student must schedule the oral examination to be held during the 8th week of the course. The committee members shall have a minimum of two (2) weeks to review the student’s written examination.

Written examination instructions:

- 1) Responses to each section shall be [] pages in length and address all parts of the question.
- 2) Responses must include citation to literature and adhere to scholarly writing using APA 7th edition writing style. Use headers to organize the response to the question.
- 3) Responses must demonstrate research to application in practice.
- 4) Responses must demonstrate, where asked, elements of a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills.

Assessment Rubric for the Written Examination:

The Written Examination will be assessed following the Signature Rubric – see attached.

[insert rubric – per institution criteria for a pass/no pass candidacy examination].

Oral Examination:

The oral examination shall include questions for each of the three main sections. The oral examination shall be scheduled for 45 minutes to 1 hour for the question and response session.

Thereafter, the student will be expected to meet for up to 1 hour with the chairperson to discuss next steps.

The purpose of the oral examination is to have a student expand on responses to the written examination, and to allow the committee to ask clarifying questions to the student's prepared written responses. The committee will meet no later than 3 days before for the scheduled oral examination to discuss the student's written examination in lieu of the oral examination.

Upon satisfactory of both the written and oral examinations, the student shall advance to the designation as "doctoral candidate" status.

Assessment Rubric for the Oral Examination:

[insert rubric – per institution criteria for a pass/no pass candidacy examination for doctoral candidate designation.]

Notice: Doctoral students will receive an official notice denoting a) Doctoral Candidate status; or b) 2nd attempt at Candidacy Examination is required.

Candidacy Advancement Final Grade Scale:

P = Pass

NP= Not Pass

Policy Statements and Other Information

No Unauthorized Recording

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

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The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee.

Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

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Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix

EdD Program Learning Outcomes (PLOs):

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

Dissertation Proposal ED-DR 7015

Section Information and Format

Section: 001 etc. *note: this course will have multiple sections dependent on cohort size and number of students' assigned to faculty advisor/faculty chair.

Course Delivery Mode: OLL – Online Learning course

8-week online course: asynchronous primary with weekly synchronous meeting, as needed.

Instructor Information/Section 001

Instructor's Name: Kathrine Gutierrez, Ph.D.

Email Address: gutierrezk@triton.uog.edu

Office Location: School of Education, University of Guam

Office Hours: TBA & by appointment

Course Webpage: <https://moodle.uog.edu/> (Moodle)

Course Duration and Course Format:

12-week OLL; asynchronous primary with weekly synchronous meeting

Course Description:

Dissertation courses (3 credits): The dissertation process is the culminating sequence of courses that focus on the doctoral student's research work from proposal development to final defense of the dissertation manuscript. This course is the proposal development course.

Required: A student must have passed the candidacy advancement examination and be designated as a doctoral candidate to enroll in this course.

Additional information: [i.e., amount of time expected for the course; describe any prerequisites needed that are not listed in the course catalogue.]

Course Focus: Dissertation Proposal (12 weeks)

- **Part 1 Seven-Week Focus:** Development of the proposal chapters 1 and 2. Specifically describing (1) the research focus and research question(s), and Problem of Practice in the educational or organizational context; and (2) to begin the Literature review and to denote the theoretical/conceptual framework for the dissertation.
- **Part 2 Five-Week Focus:** Continuation of the Literature Review and development of the research design (methods, data sources, data collection steps, analysis), proposal chapter 3.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course materials are housed in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at:

<http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at:

<http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

Online Netiquette* (*means Internet Etiquette - A modeling of the words "network" and "etiquette", netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results

with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Course Content/Course Goals:

- Development of a sound dissertation research proposal to include:
 - a clear articulation of a research question;
 - the research focus and question importance to advance inquiry on addressing a problem in practice;
 - theoretical framework to guide the research;
 - literature review that supports the dissertation topic;
 - and description of a doable research design and timeline for dissertation completion.

Student Learning Objectives:

During the course and at the completion of the course, students will be able to:

1. Describe the research focus for the dissertation study.
2. Discern and explain the problem in practice the research intends to address.
3. Analyze and summarize the literature that frames the dissertation topic.
4. Justify the significance of the research and describe the cultural context.
5. Articulate and justify the research question and methods.
6. Explain the theoretical framework for the dissertation.
7. Describe the research design, to include the context (organizational and cultural components)
8. Prepare a written draft of the proposal chapters 1, 2, 3. Describe a doable and realistic timeline to dissertation completion with attention to participation in writing support activities via the mentoring model.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes.

Student Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Dissertation Rubric for Writing and Research Progress	1-7	1-4
2		1-7	1-4
3		1-7	1-4
4		1-7	1-4
5		1-7	1-4

6		1-7	1-4
7		1-7	1-5
8		1-8	1-5

Course Materials:

Required Texts: [This is a list of text choices to use. The faculty should have students use one current text on dissertation writing and the most current edition of the APA manual (APA 7th edition currently)].

Required Dissertation Writing Texts:

Roberts, C., & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (Third Edition - Revised Edition). Thousand Oaks, CA: Corwin Press.

Terrell, S. R. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. New York: The Guilford Press.

Required Text:**Research Writing APA Style guide:**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Dissertation Style Guide Template – forthcoming – this will be the institution’s template for dissertation writing.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION**Course Evaluation:**

20% - weekly learning community meetings and bi-weekly synchronous meeting with chairperson/advisor to share ideas on the development of the research proposal.

25% - preparation and deliver a draft chapter 1

25% - preparation and deliver a draft chapter 2

25% - preparation and deliver a draft chapter 3

5% - presentation of the dissertation proposal chapters 1, 2, 3, to the dissertation committee.

Course Grade Scale:

S: Satisfactory (proposal approved by committee)

IP: in progress/continuation -- * doctoral candidate will need to continue with dissertation proposal writing for additional weeks as communicated by the dissertation committee.

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

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

Policy Statements and Other Information**No Unauthorized Recording**

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

EEO and ADA Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

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Plagiarism is a serious academic dishonesty matter! In this course the penalty for plagiarism is: no credit (zero points/zero percent) for the assignment or course failure and also being referred to the Student Discipline and Appeals Committee.

Certification of Original Work

Students in the online course must verify the originality of work submitted and to include work submitted in the online discussion forum. It will be required for students to include a certification statement for each submitted written paper and submitted assignment. The certification statement will be included in the instructions for course assignments and as noted here for paper submissions per the most recent institution syllabus statement guidelines:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

Tobacco-Free and Smoke-Free Campus

The University of Guam has in place a Tobacco-Free Policy. Please read the policy at:

<https://www.uog.edu/smoke-free-uog.php>

Syllabus Statement

Any change or update, as needed, to this document will be communicated to students.

Appendix**EdD Program Learning Outcomes (PLOs):**

Upon completion of the EdD program, graduates will demonstrate skills to include:

1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.
2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.
3. Demonstrate leading and co-leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.
4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.
5. Know and adhere to professional ethics and standards that guide one's profession and organization.
6. Critique scholarship/research appropriate to the discipline.
7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.
8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.

The University of Guam has defined Institutional Graduate Learning Outcomes (IGLOs) as:

“Upon completion of their degree program, graduate students will:

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

COURSE CALENDAR

Course Topics by Weekly Module (or Unit)

Module 1:	Framing the Proposal (Tips on Do's and Don'ts), Proposal Organizing Structure
Module 2:	Research Topic and Focus
Module 3:	Defining the problem in practice
Module 4:	Research what have other's done – reviewing and critiquing empirical literature
Module 5:	Significance and need for the research & describing the cultural context
Module 6:	What is the research question? and why does it matter? And for whom – what context, what stakeholders?
Module 7:	Applying a theoretical lens and furthering the literature review
Module 8:	Research Design and Methods
Module 9:	Research Context, Sample (Population)
Module 10:	Instrumentation and Data Collection
Module 11:	Data Analysis
Module 12:	Final Draft, Presentation to Committee, and Planning for Next Steps (IRB process)

Course Calendar: Modules, Readings, Assignments

Module 1: Framing the Proposal (Tips on Do's and Don'ts), Proposal Organizing Structure

<u>Week 1</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
<u>(date)</u>	<ul style="list-style-type: none"> Readings TBA on Moodle Assignments/Activities: <ul style="list-style-type: none"> Meeting with learning community and chairperson/advisor – beginning of week. Complete Proposal Concept Map, Research Diagram (template provided) and submit end of week. 	1, 7

Module 2: Research Topic and Focus

<u>Week 2</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> Text Reading Assignments/Activities: <ul style="list-style-type: none"> Meeting with learning community and chairperson/advisor – beginning of week. Complete one-page introduction and research topic/focus statement, and begin to develop table of contents and narrative for chapter 1 (template provided) submit end of week. 	1, 2

Module 3: Defining the problem in practice

<u>Week 3</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete one-page problem statement, add narrative for chapter 1, and submit end of week. 	1, 2, 3

Module 4: Research what have other's done – reviewing and critiquing empirical literature

<u>Week 4</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete literature review matrix and two brief literature critique synopsis (follow template provided), add table of contents for chapter 2 and narrative for chapter 2, and submit end of week. 	3

Module 5: Significance and need for the research & describing the cultural context

<u>Week 5</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete one-two page narrative on research significance and describing the cultural context, add to table of contents and narrative for chapter 1, and submit end of week. 	4, 3

Module 6: What is the research question? and why does it matter? And for whom – what context, what stakeholders?

<u>Week 6</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete one page narrative on research question and notation to empirical literature as evidence and need for research question, add to narrative for chapter 1, and submit end of week. 	5, 3

Module 7: Applying a theoretical lens and furthering the literature review

<u>Week 7</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete one-two page narrative on theoretical lens justification, incorporate additional literature review into the matrix, add to the research diagram (template provided), add to narrative for chapter 1 and chapter 2, and submit end of the week. 	6, 3

Module 8: Research Design and Method

<u>Week 8</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete two- three page narrative on research design and method, add to the research diagram (template provided), add to table of contents and narrative for chapter 3, and submit end of the week. 	7, 3

Module 9: Research Context, Sample (Population)

<u>Week 9</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete one-page narrative on research context, sample (population), add to the research diagram (template provided), add to table of contents and narrative for chapter 3, and submit end of the week. 	7, 3

Module 10: Instrumentation and Data Collection

<u>Week 10</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete one to two-page narrative on instrument and data collection, add to the research diagram (template provided), add to table of contents and narrative for chapter 3, and submit end of the week. 	7, 3

Module 11: Data Analysis

<u>Week 11</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none"> • Text Reading Assignments/Activities: <ul style="list-style-type: none"> • Meeting with learning community and chairperson/advisor – beginning of week. • Complete one to two-page narrative on data analysis process, add to the research diagram (template provided), add to table of contents and narrative for chapter 3, and submit end of the week. 	7, 3

Module 12: Final Draft, Presentation to Committee, and Planning for Next Steps (IRB process)

<u>Week 12</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</u>
	<ul style="list-style-type: none">• Text Reading Assignments/Activities: <ul style="list-style-type: none">• Meeting with chairperson/advisor – beginning of week to discuss the final draft.• Present proposal to Committee this week.• Meeting with chairperson/advisor after presentation to discuss next steps.	3, 7, 8

Dissertation Research Course Series

ED-DR 7016 Dissertation Research Beginnings

ED-DR 7017 Dissertation Research Advance

ED-DR 7018 Dissertation Research Final

Section Information and Format

Section: 001 etc. *note: these courses will have multiple sections dependent on cohort size and number of students' assigned to faculty advisor/faculty chair

Course Delivery Mode: OLL – Online Learning course

12-week online courses: asynchronous primary with weekly synchronous meeting, as scheduled for doctoral candidate with faculty chair/advisor [instructor of record of course section] and, as needed with the dissertation committee members (i.e., for mentoring session(s), defense).

Instructor Information/Section 001

Instructor's Name: Kathrine Gutierrez, Ph.D.

Email Address: gutierrezk@triton.uog.edu

Office Location: School of Education, University of Guam

Office Hours: TBA & by appointment

Course Webpage: <https://moodle.uog.edu/> (Moodle)

Course Duration and Course Format:

12-week OLL; asynchronous primary with weekly synchronous meeting

Course Series Description:

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7016 Dissertation Research Beginnings (3 credits)

Focus: IRB Process and Data Collection

ED-DR 7017 Dissertation Research Advance (3 credits)

Focus: further data collection and engage in data analysis

ED-DR 7018 Dissertation Research Final (3 credits)

Focus: Manuscript completion and dissertation defense.

Technology Prerequisites:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Course Technology Platform:

Course materials are housed in Moodle.

For help with gaining access to Moodle or for password issues, please contact UOG's Office of Information Technology: helpdesk@triton.uog.edu or by calling 735-2640/30. Or send email 24/7 to moodlehelp@triton.uog.edu

Student Support and Resources for Moodle:

Please explore the "Student Corner" in Moodle and review the helpful tutorials. Note: The "Student Corner" icon is the 2nd shape or text box at the top left corner, under the UOG logo, of your Moodle home page after log in.

Necessary Technology for Course

Desktop computer or laptop and access to a reliable internet connection.

Recommended: recent version of Mozilla Firefox as the web browser to support your course access and course navigation in Moodle. If you do not have it on your device that you will use to participate in this online course, you can download the free internet browser at: <http://www.mozilla.com/en-US/firefox/new/>

Adobe Acrobat Reader DC on your device. You can download the free Pdf File Reader at: <http://www.adobe.com/products/reader.html>

Online Learning Environment and Expectations

Online Netiquette* (*means Internet Etiquette - A modeling of the words "network" and "etiquette", netiquette refers to the manner in which communication is conveyed in an electronic environment.)

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Graduate-Culture of Scholar-Practitioners/Academic-Practitioners Statement:

As a cohort learning community, the program of study is guided by the ideals of Lead, Learn, Transform. Being a part of this community comes with the expectation that your development as a scholar-practitioner comes from your engagement and involvement with multiple community members, including members of the cohort, the faculty, the University community, and the larger educational community. You are expected to produce research that benefits the educational community to which you belong. Fulfilling this role means becoming a part of a larger community of practice. As developing scholar-practitioners it is important your work is guided by research/scholarship and best practices for excellence in the profession, and greatly and

intentionally involves and considers the community and cultural community context in the work you produce. There are numerous opportunities for students to become members of the scholarly community, including attending lectures by guest speakers; presenting research findings to colleagues at university, regional, national, and/or international conferences; and sharing results with local stakeholders who seek to improve educational outcomes. The decision to pursue a doctoral degree implies a commitment to becoming a member of the scholarly community and the responsibility regarding service that comes with that membership.

Student Learning Outcomes (SLOs):

During the courses and at the completion of the courses, a student will be able to:

1. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document, the dissertation, appropriate for publication and presentation related to the area of research focus.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX*

*This matrix shows the Student Learning Outcomes (SLOs), the assessment methods, and alignment to the EdD Program Learning Outcomes for Students and further alignment to the University of Guam's Institutional Graduate Learning Outcomes. Please refer to the Appendix, last page of this syllabus, to find the descriptions of the EdD Program Learning Outcomes (PLOs) and UOG's Institutional Graduate Learning Outcomes (IGLOs)

Student Learning Outcomes (SLOs)	Assessment Method(s)	EdD Program Learning Outcomes (PLOs)	UOG Institutional Graduate Learning Outcomes (IGLOs)
1	Dissertation Rubric for Writing and Research Progress, and Final Defense Criteria	1-8	1-8

Course Materials:

Required Text:

Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Dissertation Style Guide Template – forthcoming – this will be the institution's template for dissertation writing.

Electronic Resource:

FYI: an online resource for APA 7th edition style see: <https://apastyle.apa.org/blog/>

Access Statement

“Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.” (direct statement from: UOG, 2022, Log No. 6771 “Faculty Guide for Developing Course Syllabus for Traditional and Online Learning Delivered Courses”, p. 6).

GRADING INFORMATION**FOR:**

ED-DR 7016 Dissertation Research Beginnings

Focus: IRB Process and Data Collection

ED-DR 7017 Dissertation Research Advance

Focus: further data collection and engage in data analysis

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress

Graded as:

- S: Satisfactory
- IP: in progress/continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete

FOR:

ED-DR 7018 Dissertation Research Final

Focus: Manuscript completion and dissertation defense.

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress and Final Defense Criteria

Graded as:

- P: Pass/Satisfactory Completion of Dissertation
- IP: in progress/ continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete
- R: Retake
 - For students who did not pass the written and/or oral defense on the 1st attempt.

Policy Statements and Other Information

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

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Appendix 8

Assessment Plan

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

ASSESSMENT PLAN [YEARS 1, 2, 3]

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
2024-2025 1 st year of program review will assess PLO 1.	1. Use research and data to inform leadership roles and decision making on issues in a variety of K-20 educational contexts.	3.Exercise oral and written communication skills sufficient to publish and present work in their field. 4.Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations.	Signature Assignment/Course Activity Rubric Required Course Assignment/ Artifacts from the following courses: ED 7000: Introduction Seminar for the EdD ED 7001: Contemporary Issues and Problems in Education and Organizations ED 7002: Theories for Leadership and Organizations ED 7003: Diversity, Ethics, and Leadership for Educational and Organizational Contexts	Evidence: Reference to the data collected from program launch year 2023-2024. Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
			ED-R 8000: Scholarly Literature Review ED-R 8001: Qualitative Research Methodology				
2024-2025 1 st year of program review will assess PLO 2.	2. Identify and analyze problems of practice in relation to proffering solutions for practice improvements in the K-20 educational contexts.	3.Exercise oral and written communication skills sufficient to publish and present work in their field. 4.Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations.	Signature Assignment/Course Activity Rubric Required Course Assignment Artifacts from the following courses: ED 7000: Introduction Seminar for the EdD ED 7001: Contemporary Issues and Problems in Education and Organizations ED 7002: Theories for Leadership and Organizations	Reference to the data collected from program launch year 2023-2024 Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
			ED 7003: Diversity, Ethics, and Leadership for Educational and Organizational Contexts ED-R 8000: Scholarly Literature Review ED-R 8001: Qualitative Research Methodology				
2024-2025 1 st year of program review will assess PLO 3.	3 Demonstrate leading and co- leading with diverse stakeholders and attentive to diverse cultures and cultural community contexts guiding the leadership role and service leadership role.	5. Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.”	Signature Assignment/Course Activity Rubric Required Course Assignment Artifacts from the following courses: ED 7000: Introduction Seminar for the EdD ED 7001: Contemporary Issues and Problems in Education and Organizations	Reference to the data collected from program launch year 2023-2024 Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
			ED 7002: Theories for Leadership and Organizations ED 7003: Diversity, Ethics, and Leadership for Educational and Organizational Contexts ED-R 8000: Scholarly Literature Review ED-R 8001: Qualitative Research Methodology				
2024-2025 1st year of program review will assess PLO 4.	4. Communicate effectively, orally and in writing, about educational issues with a network of academic practitioners and the community.	3.Exercise oral and written communication skills sufficient to publish and present work in their field	Signature Assignment/Course Activity Rubric Required Course Assignment Artifacts from the following courses: ED 7000: Introduction Seminar for the EdD	Reference to the data collected from program launch year 2023-2024 Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
			ED 7001: Contemporary Issues and Problems in Education and Organizations ED 7002: Theories for Leadership and Organizations ED7003: Diversity, Ethics, and Leadership for Educational and Organizational Contexts ED-R 8000: Scholarly Literature Review ED-R 8001: Qualitative Research Methodology				
2024-2025 1 st year of program review will assess PLO 5.	5. Know and adhere to professional ethics and standards that guide one's profession and organization.	2. Plan, conduct, and complete a significant research or creative project 4. Adhere to the ethical principles of academia and their respective disciplines in	Signature Assignment/Course Activity Rubric Required Course Assignment Artifacts from the following courses:	Reference to the data collected from program launch year 2023-2024 Benchmark: 100% of the doctoral students will receive a minimum rating "acceptable"	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
		coursework, field- work, and other appropriate situations	ED 7000: Introduction Seminar for the EdD ED 7001: Contemporary Issues and Problems in Education and Organizations ED 7002: Theories for Leadership and Organizations ED 7003: Diversity, Ethics, and Leadership for Educational and Organizational Contexts ED-R 8000: Scholarly Literature Review ED-R 8001: Qualitative Research Methodology	to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).			

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
2025-2026 2nd year of program review will assess PLO 6	6 Critique scholarship/ research appropriate to the discipline.	1. Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study.	Signature Assignment/Course Activity Rubric Required Course Assignment Artifacts from the following courses: ED 7005: Instructional and Visionary Leadership ED-R 8002: Quantitative Research Methodology ED 7008: Financial Resources and Building Instructional Capacity ED 7009: Strategic Planning & Leadership ED 7007: Program Evaluation and Data for Evidence- Based Performance	Reference to the data collected from program launch year 2024-2025 Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
			ED-R 8004: Critical Literature Review ED-R 8005: Advanced Qualitative Research ED-R 8006: Advanced Quantitative Research				
2025-2026 2nd year of program will assess PLO 7	7. Apply appropriate theoretical and methodological approaches, and empirical evidence (qualitative and quantitative) to resolve issues in practice.	1.Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study. 4. Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations.	Signature Assignment/Course Activity Rubric Required Course Assignment Artifacts from the following courses: ED-R 8005: Advanced Qualitative Research ED-R 8006: Advanced Quantitative Research	Reference to the data collected from program launch year 2024-2025 Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
2025-2026 2nd year of program review will assess PLO 8	8. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document appropriate for publication and presentation related to the area of research focus.	1.Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study. 4. Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations.	Signature Assignment/Course Activity Rubric Required Course Assignment Artifacts from the following courses: Required Course Assignment Artifacts from the following courses: ED 7005 Instructional and Visionary Leadership EDR 8002 Quantitative Research Methodology ED 7008 Financial Resources and Building Instructional Capacity ED 7009 Strategic Planning & Leadership	Reference to the data collected from program launch year 2024-2025 Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
			ED7007 Program Evaluation and Data for Evidence- Based Performance ED-R 8004 (Elective) Critical Literature Review ED-R 8005 Advanced Qualitative Research ED-R 8006 Advanced Quantitative Research				
2026-2027 3rd Year of program review will assess PLOS 1-8	Holistic review of the Program of Study offering to date, and PLOs 1-8 as guided from review Year 1 (2024-2025) and review Year 2 (2025- 2026)	All IGLOs	Signature Assignment/Course Activity Rubric Candidacy Rubric for Candidacy Examination Dissertation Rubric for Dissertation Proposal course Required Course Assignment Artifacts from the following courses:	Reference to the data collected from program years 2024-2025 and 2025-2026. Benchmark: 100% of the doctoral students will receive a minimum rating “acceptable” to “excellent” for each criterion on the Signature Assignment/Course Activity Rubric (see Appendix 6).	Program Chair and Faculty	Dissemination results to faculty instructors, Unit Faculty	TBD – to be determined based on data analysis

Timeline: Academic Year	Program Learning Outcomes (PLOs) to be assessed	Aligned to which Institutional Graduate Learning Outcome(s)(IGLOs)	Means of Assessment [Assessment Tool or Measure]	Target or Benchmark	Who is Responsible? FOR Assessment and Analysis	Information Flow for Use and Dissemination	Analysis & Results, Actions, Follow-up
			ED 7012: Education Policy & Change ED 7013: Leadership and Learning for the Western Pacific Region and Global Arena ED-R 8003: Research Design, Data Collection and Analysis ED-DR 7014 Candidacy Advancement ED-DR 7015 Dissertation Proposal				

Appendix 9

Survey Results

Dashboard

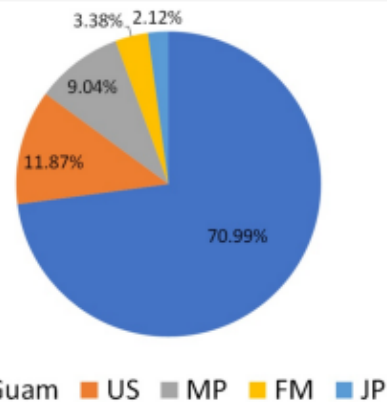
**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

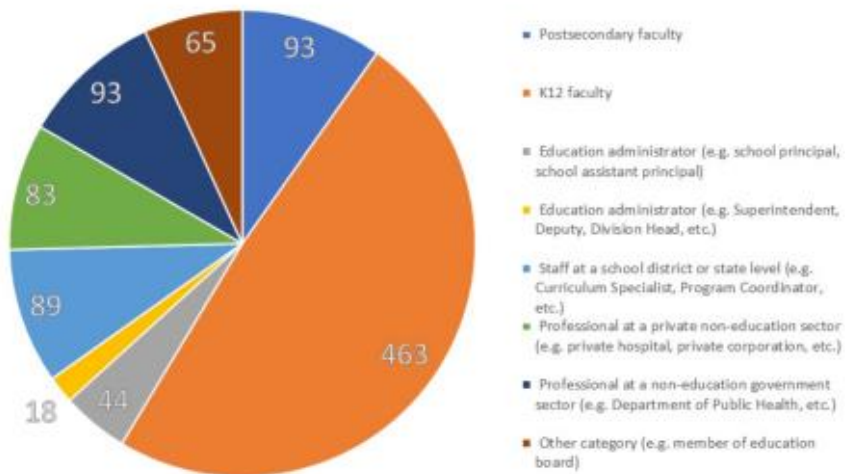
School of Education
University of Guam/Unibetsedåt Guåhan

Survey Dashboard

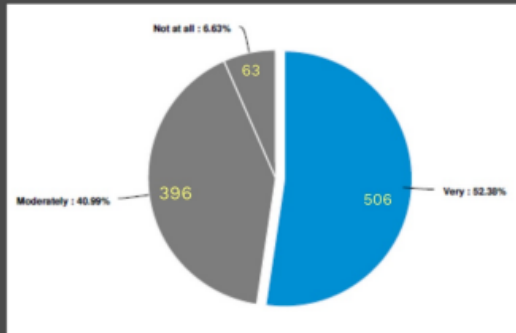
75.86% - Completion Rate
 965 - Completed
 1,976 - Viewed
 1,272 - Started
 307 - Dropouts
 5 minutes - Average Time



Please select the best option that describes your current engagement as a professional:



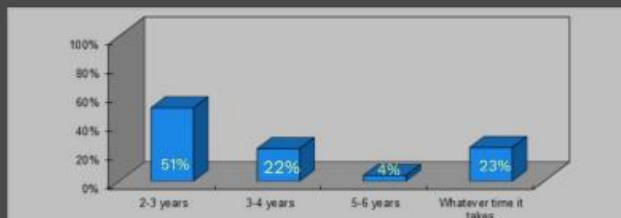
To what extent are you interested in pursuing studies toward a Doctor of Education?



What area(s) of specialization are you interested in?

- 37.7% Educational Leadership & Management
- 17.2% Educational Specialist
- 15.08% Instructional Leadership
- 13.8% Micronesian Regional Teaching & Learning
- 9.1% Linguistic Curriculum & Teaching
- 7.1% Other

What period of time would you be able to commit in completing an Ed.D. program?



Are you a UOG School of Education alumni?

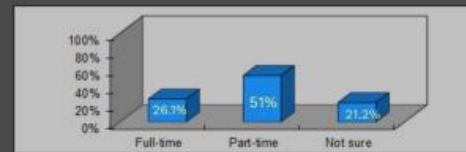
69.77% - Yes
30.23% - No

Would you require financial assistance to pursue this Ed.D. degree?

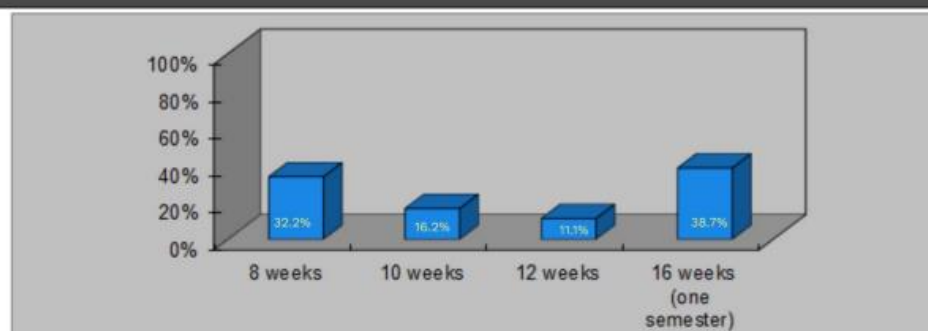
90.7% - Yes
6.1% - No
3.1% - Missing

I am available to participate in virtual delivery format:

Evenings 48.9%
Daytime/Evening 45.0%
Daytime 6.1%



I prefer courses that could be completed in:



Appendix 10

Faculty Curriculum Vitae

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

Kathrine Gutierrez, Ph.D.

Associate Professor

Division Chair, Advanced Education and Research Services (AERS) Division

School of Education, University of Guam

email: gutierrezk@triton.uog.edu

Education

- 2006 Ph.D. in Educational Leadership, The Pennsylvania State University
- 2004 M.Ed. in Higher Education, The Pennsylvania State University
- 1996 M.P.A. in Public Administration (*With Distinction*), University of Guam
- 1991 B.B.A. in Management (*Summa Cum Laude*), University of Guam

University Honors

Teacher of the Year, Department of Educational Leadership & Policy Studies, Jeannine Rainbolt College of Education, University of Oklahoma, conferred May 2014.

Junior Faculty Award, College of Education, University of Oklahoma, April 2008.

Most Promising Faculty, Department of Educational Leadership & Policy Studies, College of Education, University of Oklahoma, May 2007.

The 2006 Donald J. Willower Dissertation Award in Educational Leadership, The Pennsylvania State University, received/conferred May 2007.

Current Employment in Education

University of Guam (January 2021 to Present)

School of Education (SOE); Advanced Education and Research Services (AERS) Division

Associate Professor and Division Chair, Advanced Education and Research Services (AERS)

Responsibilities: develop post-master's programs to include a proposed EdS degree and EdD degree for the School of Education; engage in research and scholarly activities; participate and contribute to university service activities in leadership (i.e., chairperson) and committee roles; instruct courses for the School of Education, University of Guam.

Graduate-Level Courses Taught for School of Education (SOE), University of Guam:

- *ED-601: Introduction to Research Methods* [online asynchronous] – redesigned course
- *ED-602: Qualitative Inquiry in Education* [online synchronous] – redesigned course

Service Activities (UOG):

University:

- Member, UOG Accreditation Steering Committee. (2022 - current)
- Service to the UOG Assessment Committee as a faculty representative from SOE. (2021-current)
- Service to the UOG Research Council, elected faculty representative from SOE. (2021-current)
- Service to the UOG Graduate Council, March – May 2021, as a faculty representative from SOE.
- Participant in the Island Wisdom strategic planning session August 16, 2021 – part of working group that discussed Domain #2 “structural and systemic”.
- Participated in a series of discussion meetings on Institutional Learning Outcome (ILO) statements centered on Island Wisdom. Island Wisdom -ILO working group.
- During Fall 2021: Advising of online learning technology and classroom technology applicable for SOE. Review and contribute to draft narrative and advise UOG Senior Leadership on UOG's Online Learning Plan for the Academic Master Plan.

School of Education/Unit, Division:

- Division Chair for the Advance Education and Research Services (AERS) Division, School of Education. (2022- current)
- SOE Faculty member to SOE Academic Affairs Committee (AAC). (2022-current)
- Search Committee Member (2022) for SOE AERS Division, faculty position search #084-22 (2022-current)
- Faculty service to UOG, SOE and AERS Division: i.e., Faculty member to participate in SOE and AERS Division meetings. (2022- current)
- Faculty service to the SOE committee, Chairperson for *Diversity/Disposition committee (*current committee title). (2021-current)
- Faculty service to UOG, SOE and FERHS Division: i.e., participate in SOE and FERHS Division meetings (2021-2022)

- Faculty Search Chair (2021), SOE FERHS Division, faculty position (educational foundations) #055-21, completed 2021.
- Faculty Search Committee Member (2021), SOE FERHS Division, faculty position (educational foundations and research) #059-21, completed 2021.
- Prepare Nomination Letter for call for Graduate Award for Faculty (2021 SP). Nomination letter prepared for a Full Professor from SOE to be considered for the Graduate Award for Faculty.

Professional Activity (UOG):

Professional Presentation:

- Created and presented to University of Guam (President's Council and Dean's Council) on April 15, 2021, presentation titled *Online Learning Milieu and Best Practices*

Former Employment in Education

- **University of Oklahoma (OU), Norman campus.** *Department of Educational Leadership and Policy Studies (ELPS); Educational Administration, Curriculum, and Supervision (EACS) program; Jeannine Rainbolt College of Education.*
Associate Professor; August 2016 to December 2020
Assistant Professor; August 2006 to August 2016
Responsibilities for ELPS/EACS: Execute faculty duties in relation to teaching, research, and service activities that require effective oral and written communication and strong organizational skills, work with computers and software programs, interaction and collaboration with diverse individuals, and mentoring and guiding students.

Graduate-Level Courses Taught for University of Oklahoma (OU):

- *EACS 6920 Superintendent Internship*
- *EACS 5970 School Community, Culture & Climate*
- *EACS 6990 Individual Study in Education* [taught to advance knowledge in Qualitative Research methods and dissertation research design]
- *EACS 5333 Politics in Educational Administration*
- *EACS 5920 Principal Internship*
- *EACS 6263 Educational and Community Relations*
- *EACS 5233 Organization of Education*
- *EACS 5543 School Level Instructional Leadership*
- *EACS 5960 Directed Readings* [work with and guide graduate students who engage in writing on special topics in Educational Leadership.]
- *EACS 6980 Research Doctoral Dissertation in Educational Administration* [advisor and research mentor to doctoral students engaging in dissertation research work]
- *EACS 6123 Administrative and Organizational Theory*
- *EACS 6203 Instructional Leadership*
- *EACS 5593 Principal Leadership* [this course entails a pedagogical component of *Ethical School Leadership*]
- *EACS 5543 Curriculum Development in Elementary and Secondary Schools*
- *EDUC 5126 Application and Pedagogy*
- *EACS 6033 Advanced Curriculum Development*

Dissertations: Directed and Completed while at University of Oklahoma (OU)

- **Chair for: S. Craig, Ed.D.**, degree conferred in **May 2017**. Title: *Lived Experiences of Female High School Principals in Remote Rural School Districts of a Southwestern State*. A qualitative research study.
- **Chair for: R. Lopez, Ph.D.**, degree conferred in **December 2016**. Title: *Mexican American Women, Urban Educational Leaders In Oklahoma: A Hermeneutic Phenomenology*. A qualitative research study.
- **Co-Chair for: M. Stump, Ed.D.**, degree conferred in **December 2016** Title: *Trust, Transformational Leadership, and Collective Teacher Efficacy in An Urban School Setting*. A quantitative research study.
- **Chair for: S. Pankhurst, Ed.D.**, degree conferred in **May 2016**. Title: *How leadership influences teacher effectiveness in response to educational reforms: A hermeneutic phenomenological study*. A qualitative research study.

- **Chair** for: **T. Moaning Norris, Ed.D.**, degree conferred **May 2013**. Title: Present Day Implications of the School Desegregation Decision in *Board of Education of Oklahoma City Public Schools v. Dowell* (1991). Full Text in Dissertation Abstracts, UMI #3567868.
- **Chair** for: **S. Mulhair Cinnamon, Ed.D.**, degree conferred in **December 2010**. Title: *The Cleveland Scholarship and Tutoring Grant Program: Now that this voucher program is constitutional; How do we apply its lessons to Oklahoma?* Full Text in Dissertation Abstracts, UMI #3432289.

Ed.D. and Ph.D. dissertations, Served as Committee Member while at University of Oklahoma (OU):

- Committee Member for C. Lynch, Ph.D., dissertation title “Now What? Impact of a Self-Advocacy Strategy on Middle School Students with Disabilities”, completed Spring 2020
- Committee Member for L. Puccino, Ed.D., dissertation title “Influence of Character Education on Student Character Growth: A Program Evaluation”, completed Fall 2019.
- Committee Member for M. Yasuda, Ph.D., dissertation title “Use of the Target Language in Beginning Japanese”, qualitative case study research, completed Spring 2019.
- Committee Member for T. Hester, Ed.D., dissertation title “The Role of Leadership In Promoting Positive Behavior Interventions In Urban Secondary Settings”, mixed methods research, completed 2018.
- Committee Member for R. Lepinay, Ph.D., dissertation title “Path to Success: Analyzing The Journeys Of Four Women Of Color”, qualitative research – literary analysis, completed 2018.
- Committee Member for T. Ballard, Ph.D., dissertation title “Cell Phones At The School House: Expectations Of Privacy, Interpretations Of Protection And The Response Of Schools”, qualitative/legal research, completed 2018.
- Committee Member for K. Frayser, Ed.D., dissertation title “The Relationship Between Teacher Beliefs About Response To Intervention And Student Outcomes: An Attempt To Gain Teacher Buy In And Increase Student Outcomes”, quantitative research, completed 2018.
- Committee Member for S. Hinton, Ed.D., dissertation title “An Analysis Of The Effects Of All-Day Prekindergarten On Academic Achievement And Socio-Behavioral Development”, quantitative research, completed 2017.
- Committee Member for F. Whiteman, Ed.D., dissertation title “An Examination Of The Relationship Between Academic Achievement And Supplemental Federal Revenue As It Relates To American Indian Students In A Public School District”, quantitative research, completed 2017.
- Committee Member for S. Hime, Ed.D., dissertation title “The Impact Of The Inequity Of Capital Improvement Revenue On The Equity Of Current Educational Expenditures In Oklahoma Schools”, quantitative research, completed 2017.
- Committee Member for J. Morrison, Ph.D., dissertation title “How Teachers at Oklahoma Virtual Charter Academy Address The Five Elements of Cognitive Engagement: An Interpretivist Case Study”, completed 2017.
- Committee Member for S. Ballard, Ed.D., dissertation “An examination of Oklahoma education funding adequacy and district spending efficiency”, quantitative research, completed 2016.
- Committee Member for P. Cook, Ed.D., dissertation “Social media policies in Oklahoma K-12 schools: a policy content analysis”, completed 2016.
- Committee Member for L. Connery, Ph.D., dissertation “A focus on the learning that occurs within a formal school administrator mentoring program”, completed 2014.
- Committee Member for D. Ford, Ph.D., dissertation “The effects of leadership and organizational change strategies on a professional learning community implementing an intensive English innovation”, completed 2013.
- Committee Member for D. Portis, Ph.D., dissertation “A historical case study of dropout recovery programs in the state of Oklahoma”, completed 2013.
- Committee Member for K. Stormer, Ph.D., dissertation “Why can't Tyrone write? Perceptions of three, African-American eighth grade males about school writing”, completed 2013.

- **University of Oklahoma (OU), Norman campus.** *Department of Women's and Gender Studies. Affiliate Faculty Member. Summer 2015 to December 2020.*
- **The Pennsylvania State University, University Park campus.** *College of Education, Department of Education Policy Studies, Educational Leadership Program. Graduate Assistant, August 2001-May 2005.*
Responsibilities: Research, administrative, and teaching assistant duties. One key aspect of the work included being an Educational Leadership Program accreditation team member responsible for the design and creation of i.e., candidate electronic portfolios; electronic candidate self-assessment survey; electronic faculty evaluation form; electronic candidate entrance program survey; electronic survey for candidates two years following program completion; student and faculty orientation sessions. Further, assisted in compiling the program's self-study report that involved collaborating with program faculty and other team members to develop the report.
- **University of Guam, Mangilao, Guam.** *College of Business and Public Administration. Adjunct Instructor, Summer 1996 to Fall 1997.*
Responsibilities: Instructed undergraduate public administration courses.

***Selected Sample* Scholarly Publications and Research Activity**

- Gutierrez, K.J., & Miller, M.J. (2022). Smartphone use: Perceptions and opinions of undergraduate students. *Micronesian Educator, Volume 32*, Fañomnåkan 2022, 73-83.
- Gutierrez, K. J., Faircloth, S. C., Pfeiffer, T., Buonanno, A.F., Al-Harthi, A. S., Lin, K. P., & Ehrensall, P. A. L. (2022). [Chapter 7] Religion versus culture. In J. P. Shapiro and J.A. Stefkovich (Eds.), *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th ed., pp. 122-146). New York: Routledge.
- Worley, J. A., & Gutierrez, K. J. (2020). Hope for the (new) iDeAl worker: Resolving the flexibility-availability paradox. In M. las Heras Maestro, N. Chinchilla Albiol, and M. Grau (Eds.) *The new ideal worker: Organizations between work-life balance, gender and leadership* (pp. 9-23). Publisher: Springer International Publishing.
- Gutierrez, K. J., Faircloth, S. C., Pfeiffer, T., Al-Harthi, A. S., & Lin, K. P. (2016). Religion versus culture. In J. P. Shapiro and J.A. Stefkovich (Eds.), *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (4th ed., pp. 102-124). New York: Routledge.
- Gutierrez, K. J. (2014). An exploration and understanding of the U.S. Common Core State Standards: A multi-perspective organizational theory analysis. *The Journal of Human Resource and Adult Learning (HRAL), Vol. 10, Num. 1, June, 2014 issue*, 74-81.
- Rossow, L. F., & Gutierrez, K. J. (2012). The law of student expulsions and suspensions (3rd edition). *The Education Law Association*. Dayton: Ohio.
- Frick, W. C., & Gutierrez, K. J. (2010). The contextual challenge: Reexamining the sources and limits of moral school leadership. *Journal of Educational Leadership, Policy and Practice*, 25(2), 3-15.
- Frick, W. C., & Gutierrez, K. J. (2009 released, 2008 date). "Those moral aspects unique to the profession": Practitioners' perspectives on their work and its implications for a professional ethic for educational leadership. *Journal of School Leadership*, 18(1), 32-61.
- Gutierrez, K. J., & Rossow, L. F. (2009). The U.S. Supreme Court speaks on voluntary school integration plans: Policy implications for educational leaders. *NASSP Bulletin*, 93(1), 53-72.
- Gutierrez, K. J., & Green, P. C. III. (2004). Re-examining race-based admissions processes of American institutions of higher education using multi-dimensional ethical perspectives. *Journal of Educational Administration*, 42(2), 236-248.

***Selected Sample* Conference Presentations and Invited Keynote**

Presentations:

- Gutierrez, K., Leon Guerrero, G., & Aguon, A. C. (2022, March). *School of Education: Its origins, presence, and future of leading education forward*. Presentation at the 43rd CLASS Annual Research Conference, University of Guam [virtual conference], "Retrospective(s): A Look at Origins and How They Take Us Into the Future." held March 11, 2022.

- Gutierrez, K., Leon Guerrero, G., & Aguon, A. C. (2021, Dec.). *Expanding and centering educational programs nested in a cultural context*. Presentation at the 49th Annual Oceania Comparative and International Education Society (OCIES) Conference [virtual conference] “Strengthening, Expanding and Reimagining Connections for, and through, Education” held Dec.1-3, 2021.
- Gutierrez, K. J. [with A. Gilzene] (2019, Nov.). *Pondering leadership advocacy preparation: leadership ‘in situ’ fostering stakeholders’ voice and building community*. Presentation as Roundtable session at UCEA (University Council for Educational Administration) Annual Convention, New Orleans, Louisiana, Nov. 21-24, 2019.
- Gutierrez, K.J. (2018, Nov.) *Authentic Leadership Fostering Authentic Community Relationships/Alliances in Support of School Improvement*. Ignite Session*, Research Works presentation at UCEA (University Council for Educational Administration) Annual Convention, Houston, Texas, Nov. 15-18, 2018.
- Gutierrez, K.J. (2018, Nov.) *School Leadership Work: Intentional and Inclusive Practices to Foster Positive School Climate and Community*. Presentation in session “Walking the Talk in Educational Leadership Practice” for 23rd Annual Values and Leadership International Conference “Walking the talk: ethics, leadership, and the quest for inclusive practice” (The Consortium For The Study of Leadership and Ethics in Education, A University Council For Educational Administration Program Center) November 14-15, 2018, Four Seasons Hotel, Houston, Texas.
- Gutierrez, K. J., & Worley, J.A. (2017, July – International Presentation). *Is there an ideal worker in academia? What does the new ‘new’ normal of faculty work-life look like? A review of the literature and implications for practice and policy*. Paper presented at the VII International Conference of Work and Family held July 3-4, 2017, Barcelona, Spain.

Invited Colloquium, Keynote Speaker:

- Gutierrez, K. J. (2014, July 10). *Phenomenological Research Methods and Graduate Student Mentoring*. Invited Research Speaker at the Third Annual International Summer Colloquium on Educational Sustainability; Theme: Values and Leadership: Mentoring for Educational Sustainability. Nipissing University, Ontario, Canada, July 10, 2014.

Online Learning Certificates from University of Guam, Online Teaching Resources (OTR)
Certificate of Completion for Faculty Workshop: Moodle Gradebook. Completed Sept. 13, 2021
Certification of Completion for ENHANCE: Certificate in Online Teaching. Completed Aug.2-6, 2021

Online Learning Certificates Earned from Online Learning Consortium (OLC)
2017, Certificate for Emerging Leadership in Online Learning – completed the IELOL (Institute for Emerging Leadership in Online Learning) Program, July 2017 – Nov. 2017. The IELOL Program consists of a 4-part leadership development program that included 3 weeks primer online, 1 week immersion on-site at Penn State University, and an individual project.
Online Learning Workshop Certificate – for Creating Rubrics. Completed Sept. 27-29, 2017 through the Online Learning Consortium (OLC).
Online Learning Workshop Certificate – for Designing Courses with a Multimodal Approach. Completed July 24-30, 2017 through the Online Learning Consortium (OLC).
Online Learning Workshop Certificate – for Designing a Flipped Classroom. Completed July 10-16, 2017 through the Online Learning Consortium (OLC).
Online Learning Certificate – for completion of the Online Teaching certificate program received June 2017 from the Online Learning Consortium (OLC). *Completion of the Online Teaching certificate program which entailed successful completion of three electives in the specialized area of “Online Learners”, all project requirements and a capstone final presentation of a course created in an online learning management system (LMS).
Online Learning Workshop Certificate – for Creating an Interactive Syllabus. Completed June 7-9, 2017 through the Online Learning Consortium (OLC).
Online Learning Workshop Certificate – for Creating Concept Maps. Completed May 8-14, 2017 through the Online Learning Consortium (OLC).
Online Learning Workshop Certificate – for Facilitating Group Work Online. Completed Nov. 7-13, 2016 through the Online Learning Consortium (OLC).
Online Learning Workshop Certificate – for Engaging Learners in Online Discussions. Completed Sept. 12-18, 2016 through the Online Learning Consortium (OLC).
Online Learning Certificate – for completion of the Foundation* Course as part of the Online Teaching certificate program from the Online Learning Consortium (OLC); received August 2016. *Completion of a 10-week intensive collaborative practicum in online learning/education.

Genevieve Leon Guerrero

Address: 928A Cross Island Road, Santa Rita, Guam 96915 | Phone: 671-688-2426 | Email: gen.lg@triton.uog.edu

Core Faculty, Proposed Doctor Education (EdD) Program

In my area of Curriculum & Teaching, PhD, online teaching certification (Online Teaching Certification I & II), experience in teaching utilizing the University of Guam's Moodle platform, course development of eight EdD courses, teaching experience both in the Guam Department of Education (GDOE) as a classroom teacher and program coordinator for two federally funded programs; teaching undergraduate and graduate level courses; and management in business offer a range of experience and expertise to support UOG School of Education proposed EdD program.

PROFILE

Student-centered and Proactive Professional offering over 30-year background in developing and cultivating learning environments for students to build confidence and enhance knowledge and experience in building positive relationships with students and teachers to underpin sustainable policies. Well-versed in implementing behavior plans, evaluating students' abilities and interests, and collaborating with faculty to develop school programs and curriculum offerings. Seasoned Educator familiar with using groundbreaking methods to deliver effective learning experiences to students. Adept at promoting expansionist drive toward organizational change through research, optimization, and systems development and proficient at aiding institutions to optimize and streamline processes to propel improvements in efficiency, productivity, and revenue generation. Demonstrated history of supervising all phases of projects, from pre-development plans through final walkthroughs and closeout. Adept at developing continuous improvements throughout the planning and implementation phases of projects. I am passionate about delivering tools needed to promote success for students of all learning abilities across all levels and developing teachers to improve performance and outcomes.



KEY HIGHLIGHTS

PUBLICATIONS

- Leon Guerrero, G. (2022). *Social Emotional Learning and Mindfulness*. Micronesia Educator, University of Guam.
- Leon Guerrero, G. (2021). *Guam Balanced Literacy for Professional Development Agenda. Learning and Reconciliation Through Indigenous* in Oceania Book, Chapter 12.
- *Standardized Academic Achievement and Executive Function of Pacific Islander Elementary Students: A Quantitative Nonexperimental Design*. ProQuest, 2020

Publication Experience

- **Editor, Micronesia Educator, Fall 2022-Present**
- Assistant Editor, Micronesia Educator, Spring 2022

CONFERENCE PRESENTER

- Oceania Comparative International Education Society (OCIES), Expanding and Centering Educational Programs Nested in a Cultural Context, December 2021.
- 43rd CLASS Annual Research Conference, School of Education, Its Origins, Presence, and Future of Leading Education Forward, March 2022.

Cultivating Scholarship with Research Topic Areas of Interest

- Ethnography of the Cultural Portrait of Pacific Islander Leadership Efforts to Support School Achievement
- A Case Study of Emerging Palauan Educators in a Distance Learning Environment
- Transforming School Culture, a Case for Palauan Educators.
- Degrees include Master of Public Health Administration, Master's and Doctorate in Education, Curriculum and Teaching.
- Community-oriented advocate and volunteer passionate about empowering individuals and communities through education, advocacy for public health initiatives, and lending a helping hand.
- Successful entrepreneur with almost 30 years of experience managing a Guam-based company and garnered skills in human capital management, budget, and finances, and partnering with community businesses and groups to improve business and Guam's tourism industry.
- Experienced in health education, instructional program administration and program evaluation at K-12 and post-secondary levels.

- Ability to develop curriculum and instructional delivery aimed at adult learners, including pre-nursing students using standard design and state of the art multimedia techniques, including distance learning and alternative course delivery. Assistant Editor, Micronesian Educator, University of Guam.
- Strong communication skills with the ability to craft messages to reach cultural groups with social approaches different from western business practices, including those of Korean, Japanese, Federated States of Micronesia, and Pacific Islander cultures.



EDUCATION

DOCTOR OF PHILOSOPHY, EDUCATION, SPECIALIZATION, CURRICULUM AND TEACHING – 2020

GPA: 3.89

Dissertation: Executive Functioning in Pacific Islander Students: A Nonexperimental Multiple Regression
Northcentral University, Scottsdale, AZ

GRADUATE COURSES IN EDUCATION – 1992

GPA: 4.0

University of Guam, Mangilao, Guam

MASTER OF SCIENCE IN PUBLIC HEALTH ADMINISTRATION – 1989

Cardinal Stritch University, Milwaukee, WI

BACHELOR OF SCIENCE IN DENTAL HYGIENE – 1985

Marquette University, Milwaukee, WI



WORK EXPERIENCE

TEACHING EXPERIENCE

University of Guam, Mangilao, Guam

2020 - Present

Assistant Professor, School of Education

Teach graduate and undergraduate courses to students with the objective of making them to be knowledgeable scholars, effective communicators, and reflective decision makers. Courses include the following: Foundation in TESOL, Practicum Student Teaching, and Secondary Language Curriculum Theory & Development/ Human Growth and Development; Educational Psychology for Palau Partnership.

- Develop strategies necessary to create safe and structured learning environments and explore relationships among curriculum, instruction, assessment, and classroom climate to meet the needs of diverse student population.
- Design collaborative learning exercises to capitalize on students' skills and conceptualize course content using innovative teaching methodologies to undergraduate students.
- Engage in cultural immersion programs with students to further augment global understanding.
- Structure assignments with clear goals and criteria for assessment.
- Consider adult learning principles and utilize a variety of instructional media to maximize reach and understanding.
- Design curriculum, lesson plans and develop lectures to accommodate for different learning styles and maximize comprehension.
- Utilize diverse teaching methods, including lectures, presentations, and class activities to deliver curriculum.
- Collaborate with colleagues to address teaching and research issues and contribute to the strategic planning for the department, including development of plans, guidelines, standards, and priorities.
- Development of courses for the proposed Education Specialist Degree (EdS), and Doctor of Education (EdD) programs to include the following: Education Law for School Leadership; Financial Resource Management for Educational Context; Contemporary Issues and Problems in Education and Organization; Scholarly Literature Review; Diversity, Ethics, and Leadership for Educational and Organizational Context.
- Develop Online Course Using Interactive Technology which allows students located in different locations, such as the Palau Partnership Project, to engage in seamless communication both inside and outside of the classroom, manage course content, engage weekly to complete projects and receive video and engaging feedback.

University of Guam, Mangilao, Guam

2017 – 2019

Adjunct Faculty Lecturer, School of Education

Taught undergraduate courses within the education foundation program for nursing students and preservice teachers. Courses included Human Growth and Development and Introduction to Education, Elementary Reading Methodology, Introduction to Education.

- Planned, evaluated, and revised curricula, course content, course materials, and methods of instruction, including the rapid development of digital curriculum delivery in response to Covid-19 in early 2020 to meeting course standards and guidelines.
- Taught courses including Human Growth and Development, Introduction to Education, and Reading Methodology for Elementary Teachers. In 2019, adapted quickly to Covid-19 and developed online and hybrid methods of delivery that ensured student success and fulfilled course completion requirements.
- Ensured courses address the social, economic, cultural, governmental, and political conditions of the Pacific Islands and the unique teaching and public health environment nurses and teachers will encounter.
- Prepared and delivered lectures to undergraduate students including nursing students and preservice teachers and initiate, facilitate, and moderate classroom discussions.

- Maintained regularly scheduled office hours to advise and assist students on academic and vocational curricula and on career issues.
- Selected and obtained materials and supplies including textbooks and compile bibliographies of specialized materials for outside reading assignments.
- Met with students to understand educational desires, identify current issues, and provide advice on academic and career plans.

Guam Community College, Mangilao, Guam

2017 - 2017

Adjunct Faculty Lecturer, School of Education

Taught Teaching for the Exceptional Child course. Planned, evaluated, and revised curricula, course content, course materials, and methods of instruction.

- Taught Teaching for the Exceptional Child, a course concentrated on teaching techniques for special education.
- Prepared and delivered lectures to undergraduate students and initiated, facilitated, and moderated classroom discussions. Integrated technology and 21st-century teaching and learning skills into instructional process.
- Integrated multimedia technology in classroom instruction for well-rounded and engaging approach to instruction.
- Applied diverse array of assessment methods to track student performance and subject matter comprehension, documenting results in automated reporting system.
- Utilized diverse teaching methods, including lectures, presentations, and class activities to deliver curriculum.

Guam Department of Education: High Schools, Barrigada, Guam

1990 – 2000; 1991 – 2002

Teacher V

Taught Health Education and Physical Science to students of diverse ethnic and cultural backgrounds in grades 9 – 12 at John F. Kennedy High School, Southern High School, and Oceanview High School

- Successfully applied the principles, methods, and techniques of health education as well as current developments in K-12 teaching, learning, and professional development.
- Implemented health education strategies to enhance efforts to effectively educate the population and their families.
- Sourced for appropriate course materials to support variety of student learning needs and deliver content in relevant, distinctive ways.
- Promoted public and personal health in health education curriculum and instructional delivery.
- Assisted with accreditation process at Oceanview and Southern High Schools.
- Served as transition team member during merge of two high schools into one facility. Assisted in process to transition discipline content areas in the health and science departments and realign them to combined school mission and goals.
- Served as school representative for department and district meetings, district workshops, training, and in-service. Served as technical expert on health education issues and monitored changes in the field that impacted health education content and program implementation.

Guam Department of Education: Office of Curriculum & Instruction, Barrigada, Guam

1988 - 1991

Curriculum Program Coordinator

Planned, directed, coordinated, and managed health and drug education curriculum standards and programs for grades K-12 to drive student achievement and overall individual and public health. Demonstrated experience managing and implementing the delivery of public health education programs and oversaw the development and implementation of learning criteria. Worked with K-12 teachers to select textbooks in science, health education, and language arts.

- Worked closely with technical specialists in modernization of training materials with focus on elevating instructional environments.
- Developed and improved curricula, course formats and lesson presentations for diverse topics.
- Instructed adult learners on topics such as presentation development, team leadership and business writing.
- Defined and articulated learning outcomes, including measurements, performance metrics and changes to improve student learning.
- Developed, facilitated, and maintained robust training programs accomplishing department and facility goals.
- Worked with school administrators to determine course needs and set frameworks.
- Created lesson plans corresponding to yearly curriculum, incorporating a broad variety of activities, hands-on experiences, basic academic skills, and opportunities for creativity.
- Coordinated with curriculum specialist to develop in-service training programs for K-12.
- Researched textbooks and prepared reports, completing expert analysis of collected data and findings and presenting findings orally, and in writing to subcommittees. Used data, influence, and persuasion to defend final report to the Guam Board of Education.
- Planned, directed, and oversaw the implementation of system-wide curricula and instructional materials, including the design of curriculum guides and staff professional development.
- Conducted needs assessments to identify educational priorities, needs, and gaps among diverse audiences and led the development, implementation, and evaluation of curriculum for students and for adult learners (teachers).
- Identified short and long-range curriculum goals consistent with overall Department of Education vision, mission, and direction. Ensured instructional activities aimed to accomplish these goals or objectives.
- Developed district-wide programs within available resources with intent to meet or exceed the performance, content, and character of high-quality school systems in larger jurisdictions.
- Developed and implemented evaluation methods to determine curriculum success and analyzed results to produce new strategies or techniques of instruction within K-12 system.
- Monitored the needs and values of ethnically and culturally diverse school community and ensured their needs were met through curriculum development and instructional delivery.

PROFESSIONAL EXPERIENCE

Cookies of Guam/Tita Jr., Santa Rita, Guam

1990 - 2020

President

Coordinate the operations, administration, and direct supervision of programs at Cookies of Guam which focuses on the manufacture and wholesale of confectionery products to accounts including Duty-Free Shoppers, Lotte DFS, Bon Voyage Outlets, and superior hotels.

- Established and oversaw strategic business actions and streamlined operations.
- Provided organizational leadership and collaborated with executive partners to establish long-term goals, strategies, and company policies.
- Oversaw strategic business decision-making to develop, enhance and enforce business mission.
- Managed company key accounts to promote ongoing project profitability and superior customer satisfaction.
- Cultivated and maintained industry relationships and customer partnerships to capitalize on opportunities and maximize business success.
- Determined revenue and profit impacts of market strategies and led business direction toward profitable channels.
- Collaborated with staff to maximize customer satisfaction, streamline procedures, and improve bottom-line profitability.
- Managed company operations with responsibility for profit and loss, scheduling, training, and inventory control.
- Devised business and technology strategies to create performance metrics, reporting and analysis systems in support of investigative operations.
- Plan and execute company budget including drafting and formulating budgets, task plans, budget execution plans, and analyzing work throughout the budget cycle, including budget forecasting. Provide solutions on projected budget shortfalls or unanticipated financial needs.
- Analyze price margins for product distribution and adjust product pricing and maintenance cost to maximize profits.
- Develop performance standards and conduct performance reviews and assessments. Work with employees on performance improvement plans.
- Build professional relationships with a wide range of individuals of different ethnic, cultural, and educational backgrounds, including vendors, suppliers, retail and wholesale clients, and public agencies including the Guam Chamber of Commerce and Guam Economic Development Agency.

CERTIFICATION

ONLINE TEACHING CERTIFICATION 1 – 2020

University of Guam, Mangilao, Guam

Online Teaching Certification II – 2021

University of Guam, Mangilao, Guam

INTERNATIONAL REVIEW BOARD CERTIFICATION – 2018 – 2020

Northcentral University, Scottsdale, Arizona

PROFESSIONAL DEVELOPMENT

Co-Planner, Construction of the Proposed Doctor of Education (EdD); and

Proposed Education Specialist (EdS) Program **2020 – Present**

Member, SOE Academic Advisory Committee, Academic Education & Research Service Representative **2022-Present**

Member, UOG Undergraduate Curricula Program Review Subcommittee, **2022- Present**

Lead Coordinator, Proposed EdD and EdS Marketing and Financial Plan **2021 – Present**

Member, University of Guam, School of Education Ad-Hoc Committee Doctorate Studies **2020 – Present**

Member, SOE Education Disposition Committee **2021 – Present**

Member, Guam Chamber of Commerce **2000 – 2020**

Member, Women's International Club **2016 – 2018**

Member, Soroptimist of the Marianas **1989 – 2002**

Board Member, Saint Anthony School, Guam **2020 – 2021**

- Chairperson for Enrollment Committee and Curriculum Development; and Principal Evaluation Development

Coordinator and Trainer, St. Anthony School for Mathematics (Grades K-8) **2020**

Grant Writing Support, University of Guam School of Education **2019 – Present**

- Provide literature research and review for science, mathematics, and health education

Presenter, Professional Development for Guam Academy Charter School **2020**

- Reading Executive Functioning Teaching Strategies

Guest Speaker and Presenter, Guam Library Association 2015; **Guam Chamber**, 2014;

Author, *Let Go and Let God: Natasha's Poignant Journey* **2007**

- As author of personal story of daughter's cancer journey, partnered with local businesses, cancer groups, and library associations to perform readings and increase book exposure and sales. All sales were donated to local cancer organizations.
- **Advocate**, Legislative efforts to curb vaping 2018; Legislative efforts for the Natasha Protection Act 2005 (No Smoking in Restaurants on Guam).

PROFESSIONAL MEMBERSHIPS

Member, Guam Department of Education, Project Hita Para Mo'na (Moving Forward Together),

Core 1 Team, 2022 - present

Member, AERA, American Educational Research Association. 2020 - present

Member, International Honor Society in Education, 2019 - present

Member, Oceania Comparative International Education Society, 2021 – present

Member, Guam Chamber, 2010-2020

Andrew L. Grunzke, Ph.D.
Associate Professor of Foundations and Educational Research
University of Guam
grunzkea@triton.uog.edu
Cell: (762) 212-7561
Work: (671) 735-2423

Professional Employment:

- Associate Professor of Foundations and Educational Research, School of Education, University of Guam, Fall 2021–Present
- Associate Professor of Education, Tift College of Education, Mercer University. Spring 2016–Summer 2021.
- Assistant Professor of Education, Tift College of Education, Mercer University. Fall 2010–Spring 2016.

Education:

- Ph.D. in Foundations of Education from the School of Teaching and Learning, University of Florida, December 2007.
- M.A. in English from University of Florida, May 2006.
- M.A.T. in Mathematics from University of Florida, May 2001.
- B.A. in English from University of Florida, August 1999. Graduated *cum laude*.
- B.S. in Mathematics from University of Florida, August 1999. Graduated *cum laude*.

Refereed Publications:

Scholarly Monographs

- Andrew L. Grunzke. *Education and the Female Superhero: Slayers, Cyborgs, Sorority Sisters, and Schoolteachers*. Lanham, MD: Lexington Books, 2019.
- Andrew L. Grunzke. *Educational Institutions in Horror Film: The History of Mad Professors, Student Bodies and Final Exams*. New York: Palgrave, 2015.

Edited Volumes

- Hardesty, Jacob, Abigail Gundlach-Graham, and Andrew Grunzke. *Making Methodological Maps: Exploring the Contours of the History of Education*. (Call for chapters issued)
- Rebecca Z. Grunzke and Andrew Grunzke. *The Female Teacher on Television*. (Book under contract with Lexington Press, anticipated date of publication Spring 2023)

Chapters in an Edited Volume

- Andrew L. Grunzke. "Storytelling as Decolonizing Pedagogy: Reclaiming Culture through Narrative" in Kirk Johnson (ed.) Submitted for review and consideration in a forthcoming volume on Teaching and Learning in Micronesia.
- Andrew L. Grunzke, "'Education for the Apocalypse Or: How Film History Taught Me to Start Worrying and Embrace Informal Schooling Practices,'" in Debbie Olson (ed.) *Children of the Post-Apocalypse: Children and Childhood in Post-Apocalyptic Film and Television*. (Proposal accepted, anticipated publication date Spring 2023)
- Andrew L. Grunzke. "Foreword," in Ludovic Sourdoot and Edward Janak (eds.) *Kevin Costner: America's Teacher*. Lanham, MD: Lexington Books, 2021.
- Andrew L. Grunzke. "Jim Henson (1936-1993): The Lovers, the Dreamers, and Him," in

Mark West and Kathy Merlock Jackson (eds.) *Shapers of American Childhood: Essays on Visionaries from Jefferson*, NC: McFarland Press, 2018.

- Andrew L. Grunzke. "Using Multimodal Literacy to Teach Gender History through Comic Books, or How 'Wonder Woman of History' Became 'Marriage a la Mode'" in Edward Janak and Ludovic Sourdout (eds.) *Educating through Popular Culture: "You're Not Cool Just Because You Teach with Comics," Studies in the Integration of Popular Culture in Teaching and Learning*. Latham, MD: Lexington Press, March 2017.
- Andrew L. Grunzke. "Non-Formal and Informal Education," in Eileen Tamura and John Rury (eds.) *The Oxford Handbook of the History of Education*. Oxford: Oxford University Press, 2019.
- Andrew L. Grunzke. "The Importance of Teaching Ernest: The Fool Goes Back to School in Television and Film Comedies of the Late Twentieth Century," in Sevan Terzian and Patrick Ryan (eds.), *American Education in Popular Media: From the Blackboard to the Silver Screen*. New York: Palgrave, 2015.

Journal Articles

- Andrew L. Grunzke, "Graphic Seduction: Anti-Homosexual Censorship of Comics in the Postwar Era." *Journal of American Culture* Volume 44, Number 4 (December 2021): 300-317.
- Sevan G. Terzian & Andrew L. Grunzke. "Scrambled Eggheads: Ambivalent Representations of Scientists in Six Hollywood Film Comedies from 1961 to 1965." *Public Understanding of Science* 16 (October 2007): 407-419.

Book Reviews

- Andrew L Grunzke, Review of *Schools and Screens: A Watchful History*, by Victoria Can, *History of Education Quarterly* (under review).
- Andrew L Grunzke, Review of *Media U: How the Need to Win Audiences Has Shaped Higher Education*, by Mark Garrett Cooper and John Marx, *History of Education Quarterly* Volume 59, Number 3 (August 2019).
- Andrew L Grunzke, Review of *Style and Form in the Hollywood Slasher Film*, by Wickham Clayton (ed.), *Cercles: Revue Pluridisciplinaire du Monde Anglophone* (2017) <http://www.cercles.com/review/r79/Clayton.html>

Service to the Scholarly Community:

- Summer 2018–present – Chair of the Popular Culture Affinity Group, History of Education Society.
- Fall 2012–Fall 2015, Spring 2017–Present – Member of the Technology Committee, History of Education Society.
- Spring 2011–Present - Reviewer for the History of Education Society
- Summer 2017–Summer 2018 – Co-Chair of the Popular Culture Affinity Group, History of Education Society.
- Spring 2015 – Host and organizer for the annual meeting of the Southern History of Education Society.

Teaching Experience:

- Associate Professor of Education at the University of Guam. Fall 2021–present.
Courses taught:
 - ED300 Psychology of Education

- ED489 Evaluation
- ED605 Foundations of Secondary Education
- ED607 Learning Theories
- Assistant/Associate Professor of Education at the Mercer University. Fall 2010–Summer 2021.

Courses taught:

Research Courses:

- EDUC 690, Introduction to Educational Research (Online)
- EDUC 698, Research Project in Education (Online)
- EDCI 843, Doctoral Seminar

Foundations Courses:

- EDUC 220, Foundations of Education
- EDUC 257, Psychology and Development of the Learner
- EDUC 356, Psychology and Development of the Adolescent Learner
- EDUC 357, Psychology of Learning
- EDUC 603, School Philosophy and Teacher Leadership (Online)
- EMAT 618, Child and Adolescent Development and Learning
- EMAT 620, Adolescent Development and Learning
- EDUC 702, Philosophy of Education (Online)
- EDUC 728, Socio-Political Influences in Education (Online)

Literacy/Language Arts Methods Courses:

- EDUC 378, Children's Literature Across the Curriculum
- EDUC 379, Young Adult Literature
- EDUC 390, Special Topics: Post-Colonial African Literature
- EDUC 452, Diagnosis and Remediation of Reading and Writing
- EDUC 466, Teaching Middle Grades English/Language Arts
- EDUC 468, Teaching English for Secondary Education
- EDUC 476, Teaching Literacy, 6th - 12th Grade.
- EDUC 478, Teaching Literacy for MLE
- EDUC 642, Content Area Reading
- EMAT 644, Advanced Teaching of Middle School Language Arts
- EMAT 645, Teaching English for Secondary Education
- EDUC 647, Preventing, Diagnosing, and Correcting Literacy Problems

Math Courses:

- EDMT 601, Problem Solving in Mathematics: Early Childhood Education (Online)
- EDMT 677, Number Sense and Algebra in Early Childhood Education (Online)
- EDMT 678, Geometry, Measurement, and Data Analysis in ECE (Online)
- EDMT 679, Mathematics Content Pedagogy (Online)

Other Courses in Curriculum and Instruction:

- EDUC 210, Instructional Technology
- EDUC 360, Introduction to Middle Level Schooling
- EDUC 460, Middle School Curriculum
- EDUC 461, Middle Level Integrated Methods I: Processes
- EDUC 462, Middle Level Integrated Methods II: Instruction and Assessment
- EMAT 624, Curriculum Instruction and Planning for Secondary Education

Fieldwork Supervision:

- EDUC 399, Fieldwork II
 - EDUC 485, Professional Practicum
 - EMAT 608, Professional Practicum
-
- Adjunct Faculty at the University of Florida. Spring 2008–Summer 2009.
 - Graduate Teaching Associate at the University of Florida. Fall 2002–Summer 2006.
 - *Courses taught:*
 - EDF 5552, The Role of School in a Democracy
 - EDF 3609, Socio-Historical Foundations of Education
 - EDF 3604, Social Foundations of Education

Online and Other Teacher Training:

- Foundations: Online Teaching Certificate (OTC1), completed October 2021
- Enhance: Online Teaching Certificate (OTC2), completed March 2022
- Faculty Workshop: Moodle Gradebook, September 2021
- Faculty Workshop: Screenplay—Scripts for Online Student Engagement, September 2021
- Towards a More Perfect Union: Teaching and Learning in Micronesia, June 2022

Appendix 11

External Readers/Reviewers Bio & Feedback

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan



**Professor Unaisi Walu
Nabobo Rauluni Baba**

Professor Unaisi Nabobo-Baba has had about 35+ years of experience in working in the field of education (mostly higher education and development). Her work has been in teaching, researching and publication and other educational and development related work in the Pacific Islands. She is a teacher, researcher, and a prolific author. Unaisi's 35 years of experience has included academic, leadership, examinations and mentoring for postgraduate level, institutional strengthening, international consultancy, work in Higher Education, Publication & Policy advice at National, Regional & Global levels.

Professor Una is currently the Dean of the College of Humanities and Education and Professor of Education at the Fiji National University. Prior to that she has spent 7 years at the University of Guam leaving there in 2017 (October as a tenured Professor in Education). Her career began after graduation with a Bachelor of Arts and Graduate Certificate in Education in 1986 at the Queen Victoria Advanced Education (now a part of the Fiji National University). In 1996 she joined the University of the South Pacific as a Lecturer in Education after completing a Post Graduate Diploma in Education and a gold medal winning masters' thesis in education and the social sciences at the USP in the area of higher education and development. Between 2001 - 2005 she undertook and completed her doctoral studies at the University of Auckland.

Unaisi is passionate about quality and relevance in education. Her research, publication and consultancy interests also includes teacher education reform and international aid in Pacific Education, indigenous knowledge, research and development, higher education, education for sustainable development, women in leadership in the Pacific Islands, rural and remote

education. Since 2011, she has also engaged across sectors in policy development work in the Northern Pacific as well as engaging in scholarship and public speaking engagement especially around Pacific epistemology, ecological justice, wellbeing, and traditional ideas of sustainable development, as complementing global ideas of the same.

She has had 200+ publications including a number of books. Her PhD thesis and book “Knowing and Learning: An Indigenous Fijian Approach” was recognized as a distinguished contribution to international and indigenous knowledge in education at the 2007 American Educational Research Association (AERA International & Indigenous Education SIG). Professor Unaisi Nabobo-Baba has worked in several countries including Fiji, Tonga, Samoa, Cook Islands, Vanuatu, Solomon Is, Marshall Is, New Zealand, Yap, Pohnpei, Rota, Saipan (CNMI), Guam and Palau with brief stints in the US. She speaks Fijian and Pidgin English fluently and has some understanding of Tongan, Samoan, and I Kiribati. She is married to Professor Tupeni L. Baba and has three children: Filipe, Melania, and Tupeni Jnr.

Reader & Reviewer Feedback Form
for the proposed
Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

Reviewer Name and Title: Unaisi Nabobo Baba (Professor in Education/DEAN of College)
Date of Review: 23rd September, 2022

Elements of the Report for Proposed New Degree Program		Specific Comments
1. Definition of the Proposed Program		
1.1	Full and exact designation for the proposed program.	Excellent group /team that prepared the program documentation/ they look ready as well to ensure its implementation -Doctor of Education (EdD) in Instructional and Academic Leadership -School of Education -AERS -Dr Kathrine Gutierrez-Chair of Division AERS, Dr Genevieve L Guerrero -Dr Alicia Aguon (Dean) -Dr Andrew Grunzke (Chair of the PTP Division)
1.2	Name of the college submitting the request.	
1.3	Name of the department, department's division, or other unit of the college which would offer the proposed program.	
1.4	Name, title and rank of the individual primarily responsible for drafting the proposed program.	
1.5	Goals and Objectives of the proposed program.	Goals and Objectives are very clear and operationable; subject matter-covered well in the 22 proposed courses under the various headings (5); intellectual and learning methods are well detailed and specific career preparation practices -all come to 60 credits
1.5a	Specify the subject matter to be covered.	
1.5b	Specify the intellectual skills and learning methods to be acquired.	
1.5c	Specify the affective and creative capabilities to be developed.	
1.5d	Specify, if relevant, the specific career-preparation practices to be mastered.	
1.6	List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.	Detailed-excellent
1.7	Clarification of number and types of electives, if any under the proposed program, including special options.	this is clarified -guidance by the professors is also noted excellent
1.8	Justification of any unusual characteristics of the proposed programs; e.g., terminology, units of credit required, types of course work, etc.	excellent!-Noted-
1.9	Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.	clearly outlined-good!
1.10	Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.	yes
1.11	Describe how educational effectiveness of program is to be measured.	clearly articulated-excellent!

Elements of the Report for Proposed New Degree Program		Specific Comments
2. Context of the Proposed Program		
2.1	Examples of colleges offering the proposed program.	10 examples are provided- great!
2.2	Endorsements from university or community elements.	done!
2.3	Differences of the proposed program, if any, from similar programs in other institutions.	local and regional cultural context of the UoG'; mentoring program and the speaker series-Kuekuentos Finalaoffan
2.4	Relation of the proposed program to the total educational program of the respective college.	good-stipulated well
2.5	Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).	will be housed in the ARES division
2.6	List other programs currently offered which are closely related to the proposed program.	3 masters programs as identified
2.7	Explanation of how the needs to be met by the proposed program have previously been satisfied.	clear /convincing
2.8	Applicability of course work taken under the proposed program to other programs currently offered.	good
2.9	Assurance that courses and programs are planned both for optima learning and accessible scheduling.	yes-for both-optimal learning & accessible scheduling

Elements of the Report for Proposed New Degree Program		Specific Comments
3. Need for the Proposed Program		
3.1	Primary reason for requesting the proposed program	Clear!3 main ones-stakeholder request/ meet needs of Community/ institutional mission
3.2	Professional uses of the program	noted well
3.3	Results of a survey of serious interest in enrolling under the proposed program	done!
3.4	Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicated interest in the proposed program.	will be an inaugural offer-the first for UoG
3.5	Estimate the number of students completing the proposed program (in the second year and in the fifth year after its approval.)	Estimates for cohorts one & two are clearly projected herein
3.6	Total FTE lower division and upper division, enrollments in the specified department, department's division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years.	staffing has been discussed not enrolment history of students in AERS-
3.7	Advantages to the college of offering the proposed program	done it also is a great progress-a milestone-for the first time we have a program beyond the masters level! Kudos to SOE and its leadership!!!

Elements of the Report for Proposed New Degree Program		Specific Comments
4. Resources for the Proposed Program		
4.1	List of all present faculty members (with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.	done in appendix 9
4.2	Number and types of additional faculty and other staff positions, if any, needed to the proposed program.	stated
4.3	Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.	noted
4.4	List of courses now offered, by catalog number, title and units of credit needed in the proposed program.	clearly stated
4.5	List of additional courses not now offered by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.	yes-done
4.6	University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.	good-identified
4.7	Plans for developing university library resources in support of the proposed program during the first year of its operation.	good
4.8	Other instructional material. if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.	noted
4.9	Special classrooms, laboratories and other capital outlay facilities	its online for now- good

Elements of the Report for Proposed New Degree Program	Specific Comments
5. APPENDICES	
Appendix 1 Graduate-Culture Statement Appendix 2 Curriculum Map, EdD PLOs to Courses Appendix 3 EdD Program of Study Appendix 4 Admissions & Continuing Requirements Appendix 5 Course Schedule Appendix 6 Signature Activity/Assignment Rubric Appendix 7 Course Syllabi for EdD Program Appendix 8 Survey Results Dashboard Appendix 9 Faculty Curriculum Vitae Appendix 10 Request for New Courses (forms)	<p>The submission is detailed and well done</p> <p>I made a few comments for additional ideas around 3.6-other than that-I really wish the SOE the best!</p> <p>I do know the SOE and AERS is ready!</p> <p>Best wishes-I will be more than happy for future support if needed</p> <p>Kind regards., Unaisi</p>

Additional Comments:

Excellent!

It has been long in coming...Congratulations!

The submission is-please check further suggestions around 3.6 well done

I wish the SOE well!

Vinaka Vakalevu, Una

BIO:

Dr. Debra T. Cabrera is an Associate Professor for Sociology at the University of Guam. She is also a member of the faculty for the Women and Gender Studies Program, Micronesian Studies Program, and CHamoru Studies. Prior to UOG, Dr. Cabrera was a social studies teacher at St. John's School, social science faculty then Dean of Academic Programs and Services at the Northern Marianas College. She has been active in local, regional, and national organizations, namely the Northern Mariana Islands Council for the Humanities, President Barack Obama's White House Advisory Commission on Asian Americans and Pacific Islanders, Humanities Guåhan, and the Scientific and Statistical Committee and the Social Science Planning Committee for the Western Pacific Regional Fishery Management Council. Her current research interests focus on adolescent risk-behavior, neighborhood crime, and environmental deviance.

Reader & Reviewer Feedback Form
for the proposed
Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

Reviewer Name and Title: Debra T. Cabrera, Associate Professor
Date of Review: Sept. 12, 2022

Elements of the Report for Proposed New Degree Program		Specific Comments
1. Definition of the Proposed Program		
1.1	Full and exact designation for the proposed program.	None.
1.2	Name of the college submitting the request.	
1.3	Name of the department, department's division, or other unit of the college which would offer the proposed program.	
1.4	Name, title and rank of the individual primarily responsible for drafting the proposed program.	
1.5	Goals and Objectives of the proposed program.	Strong statement: Learn with and from communities, lead with communities, transform with communities. PLOs connect to IGLOs, but a matrix detailing how may be needed in this section.
1.5a	Specify the subject matter to be covered.	
1.5b	Specify the intellectual skills and learning methods to be acquired.	
1.5c	Specify the affective and creative capabilities to be developed.	
1.5d	Specify, if relevant, the specific career-preparation practices to be mastered.	
1.6	List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.	None.
1.7	Clarification of number and types of electives, if any under the proposed program, including special options.	Critical Literature Review should be required, with a choice of taking Advanced Qualitative or Quantitative Research.
1.8	Justification of any unusual characteristics of the proposed programs; e.g., terminology, units of credit required, types of course work, etc.	Continued support for effective mentoring by faculty should occur beyond guidelines and orientation.
1.9	Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.	None.
1.10	Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.	Scholarly Writing & APA 7th edition [or most recent] Writing Style Component
1.11	Describe how educational effectiveness of program is to be measured.	Consider using online focus groups in addition to surveys to assess graduates' application of their Ed.D from UOG.

Elements of the Report for Proposed New Degree Program	Specific Comments
2. Context of the Proposed Program	
2.1 Examples of colleges offering the proposed program.	None.
2.2 Endorsements from university or community elements.	None.
2.3 Differences of the proposed program, if any, from similar programs in other institutions.	Speaker Series good professional development approach.
2.4 Relation of the proposed program to the total educational program of the respective college.	Is there room to elaborate this section? It just re-states that it's the first doctoral program at UOG.
2.5 Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).	None.
2.6 List other programs currently offered which are closely related to the proposed program.	None.
2.7 Explanation of how the needs to be met by the proposed program have previously been satisfied.	None.
2.8 Applicability of course work taken under the proposed program to other programs currently offered.	None.
2.9 Assurance that courses and programs are planned both for optima learning and accessible scheduling.	Can this be elaborated and stated more clearly?

Elements of the Report for Proposed New Degree Program	Specific Comments
3. Need for the Proposed Program	
3.1 Primary reason for requesting the proposed program	Describe conversations with local public officials in more detail.
3.2 Professional uses of the program	None.
3.3 Results of a survey of serious interest in enrolling under the proposed program	Survey respondents primarily from Guam. The results, as presented in report, may not support the argument that the proposed program will fill a need in the Pacific Region.
3.4 Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicated interest in the proposed program.	None.
3.5 Estimate the number of students completing the proposed program (in the second year and in the fifth year after its approval.)	None.
3.6 Total FTE lower division and upper division, enrollments in the specified department, department's division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years.	None.
3.7 Advantages to the college of offering the proposed program	None.

Elements of the Report for Proposed New Degree Program	Specific Comments
4. Resources for the Proposed Program	
4.1 List of all present faculty members (with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.	Evident that faculty are highly qualified.
4.2 Number and types of additional faculty and other staff positions, if any, needed to the proposed program.	None.
4.3 Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.	None.
4.4 List of courses now offered, by catalog number, title and units of credit needed in the proposed program.	None.
4.5 List of additional courses not now offered by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.	None.
4.6 University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.	None.
4.7 Plans for developing university library resources in support of the proposed program during the first year of its operation.	None.
4.8 Other instructional material. if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.	None.
4.9 Special classrooms, laboratories and other capital outlay facilities	None.

Elements of the Report for Proposed New Degree Program	Specific Comments
5. APPENDICES	
Appendix 1 Graduate-Culture Statement Appendix 2 Curriculum Map, EdD PLOs to Courses Appendix 3 EdD Program of Study Appendix 4 Admissions & Continuing Requirements Appendix 5 Course Schedule Appendix 6 Signature Activity/Assignment Rubric Appendix 7 Course Syllabi for EdD Program Appendix 8 Survey Results Dashboard Appendix 9 Faculty Curriculum Vitae Appendix 10 Request for New Courses (forms)	None. See below.

Additional Comments:

1. What are the plans to assist students with technological difficulties or access to online instruction?
2. PLO #3 begins with "value and demonstrate." Needs to have clarity and measurability.
3. EdD 7001 Course SLO #1 is not clear.
4. ED 7005 has too many course SLOs that begin with "describe."

Re-examine course student learning outcomes so that they are clear, measurable, and represent varied and higher level order learning.

Marshalee J. Baquiano is a licensed psychologist and an associate professor at the University of Guam. She was a Fulbright Research Fellow and in 2017 received the UP Scientist Award from the University of the Philippines. She obtained her doctorate degree in Psychology from the Ateneo De Manila University. Her research interests and publications lean on investigating social issues using a social psychological lens, such as forced migration, corruption, coastal resource management, health stigma, and peace and order; intergroup conflicts; and intergroup negotiations. She is currently an associate editor of the Philippine Journal of Psychology.

Reader & Reviewer Feedback Form
for the proposed
Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

Reviewer Name and Title: Marshaley J. Baquiano
Date of Review: September 12, 2022

Elements of the Report for Proposed New Degree Program		Specific Comments
1. Definition of the Proposed Program		
1.1	Full and exact designation for the proposed program.	The name of the proposed program, the school and the division submitting it, and the proponents are clearly stated in the proposal.
1.2	Name of the college submitting the request.	
1.3	Name of the department, department's division, or other unit of the college which would offer the proposed program.	
1.4	Name, title and rank of the individual primarily responsible for drafting the proposed program.	
1.5	Goals and Objectives of the proposed program.	The proposed program's goals&objectives are in line with the SoE mission&vision & the university's mission, Ina, Deskubre, Setbe. The proposed courses aptly capture these. The courses cover both theory&praxis, consistent with the goal of producing scholar-practitioner graduates.
1.5a	Specify the subject matter to be covered.	
1.5b	Specify the intellectual skills and learning methods to be acquired.	
1.5c	Specify the affective and creative capabilities to be developed.	
1.5d	Specify, if relevant, the specific career-preparation practices to be mastered.	
1.6	List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.	Courses are appropriate for the proposed degree. Other electives that lean towards "practice", not just research methods?
1.7	Clarification of number and types of electives, if any under the proposed program, including special options.	more elective options? I wonder why only one elective is required though.
1.8	Justification of any unusual characteristics of the proposed programs; e.g., terminology, units of credit required, types of course work, etc.	I think that the idea of mentoring and having speaker series sessions would be valuable to students.
1.9	Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.	The admission requirements and process are clearly stated.
1.10	Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.	The proposal is coherent & is consistent with the scholar-practitioner design that the proponents are advancing.
1.11	Describe how educational effectiveness of program is to be measured.	There is a clear method of assessing the program. Any plans for an external review?

Elements of the Report for Proposed New Degree Program	Specific Comments
2. Context of the Proposed Program	
2.1 Examples of colleges offering the proposed program.	There is evidence that the proponents benchmarked with other universities offering the same program.
2.2 Endorsements from university or community elements.	I may have missed it, but I cannot seem to find Appendix 12 and letters of support
2.3 Differences of the proposed program, if any, from similar programs in other institutions.	The idea of incorporating island wisdom in the proposed program makes it unique.
2.4 Relation of the proposed program to the total educational program of the respective college.	The proposed program strengthens and enhances the overall educational program of the School of Education.
2.5 Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).	The proposed program strengthens and enhances the overall educational program of the School of Education.
2.6 List other programs currently offered which are closely related to the proposed program.	The proposed program strengthens and enhances the overall educational program of the School of Education. It complements the other programs offered at the SoE.
2.7 Explanation of how the needs to be met by the proposed program have previously been satisfied.	n/a
2.8 Applicability of course work taken under the proposed program to other programs currently offered.	n/a
2.9 Assurance that courses and programs are planned both for optima learning and accessible scheduling.	The proposal shows logical, reasonable, and viable timetable.

Elements of the Report for Proposed New Degree Program	Specific Comments
3. Need for the Proposed Program	
3.1 Primary reason for requesting the proposed program	Evidence of consultations/conversations with the community?
3.2 Professional uses of the program	The proposed program answers the need for the professional development of prospective students.
3.3 Results of a survey of serious interest in enrolling under the proposed program	
3.4 Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicated interest in the proposed program.	n/a
3.5 Estimate the number of students completing the proposed program (in the second year and in the fifth year after its approval.)	
3.6 Total FTE lower division and upper division, enrollments in the specified department, department's division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years.	SoE has the number of faculty required to begin program implementation & the commitment to hire additional faculty, as the program grows.
3.7 Advantages to the college of offering the proposed program	The proposed program answers current stakeholder needs, supports UOG initiative to grow as a research univ & to be sensitive to island wisdom, & balances theory&practice.

Elements of the Report for Proposed New Degree Program		Specific Comments
4. Resources for the Proposed Program		
4.1	List of all present faculty members (with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.	The current faculty members have the necessary professional expertise & research to run the prog & advance a relevant intellectual environment.
4.2	Number and types of additional faculty and other staff positions, if any, needed to the proposed program.	The SoE is currently hiring another faculty member who can potentially support the proposed EdD program.
4.3	Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.	SoE clearly articulates its plan to hire additional faculty and its strategies to ensure that the new hire has the necessary expertise and credentials.
4.4	List of courses now offered, by catalog number, title and units of credit needed in the proposed program.	n/a
4.5	List of additional courses not now offered by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.	There is evidence of the initiative to request new courses. But I cannot find the forms requesting new online courses.
4.6	University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.	The proposal shows that there are learning resources available at the university lib & the Micronesian Area Research Center. Are there other possible resources available for students?
4.7	Plans for developing university library resources in support of the proposed program during the first year of its operation.	This is clearly articulated in the proposal.
4.8	Other instructional material. if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.	The proposal includes a modest budget for instructional materials and resources to support program delivery.
4.9	Special classrooms, laboratories and other capital outlay facilities	

Elements of the Report for Proposed New Degree Program	Specific Comments
5. APPENDICES	
Appendix 1 Graduate-Culture Statement Appendix 2 Curriculum Map, EdD PLOs to Courses Appendix 3 EdD Program of Study Appendix 4 Admissions & Continuing Requirements Appendix 5 Course Schedule Appendix 6 Signature Activity/Assignment Rubric Appendix 7 Course Syllabi for EdD Program Appendix 8 Survey Results Dashboard Appendix 9 Faculty Curriculum Vitae Appendix 10 Request for New Courses (forms)	<p>The ideals of lead, learn, and transform are eloquently communicated.</p> <p>No clear definition & description of the meaning of I, R, M, AP. The map shows, at a glance, the aligning of course outcomes from one course to Prog-level learning outcomes.</p> <p>Easy to understand program of study.</p> <p>reasonable course schedule, not so heavy on the part of the students.</p> <p>I cannot find appendices 11 & 12 and letters of support.</p>

Additional Comments:

1. The proposed EdD program is both timely and relevant.
2. The survey result shows that 91% of the respondents indicated they need financial assistance to pursue EdD. Any scholarship that the SoE offers or can present to the prospective students to make the program more attractive?
3. The syllabi show how each course fits into the proposed program. Required readings and topics are clearly enumerated.

Appendix 12

School of Education (SOE)

Readers/Reviewers

Bio & Feedback

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

Geraldine James, Ed.D
Assistant Professor, School of Education University of Guam

11 years with UOG, School of Education

Current Program Chair, M.Ed. Administration and Supervision (ADSU)

- Oversee program
- Teach courses in three SOE graduate programs (M.Ed. ADSU, M.Ed. InTaL, and MAT)
- Thesis Chair and Committee Member (36 graduates)
- Assessment: Annual Assessment Inventory, Program Review, and Unit Accreditation (AAQEP)

Institution and Unit Faculty Committees

- SOE Graduate Program Committee, current member and former Chair
- SOE Admissions Committee, member
- UOG Graduate Council, member

Professional Certificates:

- Master School Administrator, Guam Department of Education
- Master Educator, Math 6-12, Guam Department of Education

Professional experience in administrative leadership positions in different education contexts:

- Associate Dean, Guam Community College (5 years)
- Deputy Superintendent, Guam Department of Education (1 year)
- School Administrator, Guam Department of Education (3 years)

Prior Post-secondary Experience

- Professor of Practice, Argosy University (3 years) and Adjunct Professor (6 years)
 - Oversaw Argosy's doctoral program on Guam
 - Doctoral Dissertation Chair and Committee Member (25 graduates)
 - Taught doctoral level courses (19 courses online/hybrid)
- Adjunct Instructor, Guam Community College (2 years)

K-12 Experience

- School Administrator, Guam Department of Education (3 years)
- Teacher, Guam Department of Education (20 years)

Reader & Reviewer Feedback Form
for the proposed
Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

Reviewer Name and Title: Geraldine James, Assistant Professor
Date of Review: 09/12/2022

Elements of the Report for Proposed New Degree Program		Specific Comments
1. Definition of the Proposed Program		
1.1	Full and exact designation for the proposed program.	Page 3, Academic Divisions, AERS: 6th bullet—Counseling is not a Master of Ed degree program. It is a Master of Arts degree program.
1.2	Name of the college submitting the request.	
1.3	Name of the department, department's division, or other unit of the college which would offer the proposed program.	
1.4	Name, title and rank of the individual primarily responsible for drafting the proposed program.	
1.5	Goals and Objectives of the proposed program.	1.5, para 2, line 2: students' — remove apostrophe 1.5, para 3, line 1: "extended" — should this be "extend"?
1.5a	Specify the subject matter to be covered.	
1.5b	Specify the intellectual skills and learning methods to be acquired.	
1.5c	Specify the affective and creative capabilities to be developed.	
1.5d	Specify, if relevant, the specific career-preparation practices to be mastered.	
1.6	List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.	
1.7	Clarification of number and types of electives, if any under the proposed program, including special options.	
1.8	Justification of any unusual characteristics of the proposed programs; e.g., terminology, units of credit required, types of course work, etc.	
1.9	Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.	Admissions Procedures, Part 1, Bullet 6: Two LORs from candidates' former master's faculty/advisor may be difficult to obtain for those who have been out of college for a long length of time. Perhaps consider requiring one LOR from former master's faculty/advisor (in addition to the two from employers). Total three LORs.
1.10	Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.	
1.11	Describe how educational effectiveness of program is to be measured.	

Elements of the Report for Proposed New Degree Program	Specific Comments
2. Context of the Proposed Program	
2.1 Examples of colleges offering the proposed program.	
2.2 Endorsements from university or community elements.	
2.3 Differences of the proposed program, if any, from similar programs in other institutions.	
2.4 Relation of the proposed program to the total educational program of the respective college.	
2.5 Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).	
2.6 List other programs currently offered which are closely related to the proposed program.	
2.7 Explanation of how the needs to be met by the proposed program have previously been satisfied.	
2.8 Applicability of course work taken under the proposed program to other programs currently offered.	<p>Is there a possibility for former SOE students from the MEd ADSU program to apply some of the courses taken in that program to the EdD? Possible articulation of courses, for example:</p> <ul style="list-style-type: none"> - ED 613 School Financial Management for ED 7008 Financial Resources & Building Instructional Capacity
2.9 Assurance that courses and programs are planned both for optima learning and accessible scheduling.	<ul style="list-style-type: none"> - ED 612 School Law for ED 6012 Ed Policy & Change

Elements of the Report for Proposed New Degree Program	Specific Comments
3. Need for the Proposed Program	
3.1 Primary reason for requesting the proposed program	
3.2 Professional uses of the program	
3.3 Results of a survey of serious interest in enrolling under the proposed program	
3.4 Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicated interest in the proposed program.	<p>Not clear as to how to interpret cohort table. For example:</p> <ul style="list-style-type: none"> - Are we starting a new cohort each year for three AYs? - Does the Cohort 2 Column refer to the Cohort 1 students who will be graduating in the years indicated? - For AY 25-26, will Cohort 1 be five new students? <p>Thus, it would be good to insert a narrative paragraph after the table to explain.</p>
3.5 Estimate the number of students completing the proposed program (in the second year and in the fifth year after its approval.)	
3.6 Total FTE lower division and upper division, enrollments in the specified department, department's division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years.	
3.7 Advantages to the college of offering the proposed program	

Elements of the Report for Proposed New Degree Program	Specific Comments
4. Resources for the Proposed Program	
4.1 List of all present faculty members (with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.	
4.2 Number and types of additional faculty and other staff positions, if any, needed to the proposed program.	
4.3 Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.	
4.4 List of courses now offered, by catalog number, title and units of credit needed in the proposed program.	
4.5 List of additional courses not now offered by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.	
4.6 University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.	
4.7 Plans for developing university library resources in support of the proposed program during the first year of its operation.	
4.8 Other instructional material. if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.	
4.9 Special classrooms, laboratories and other capital outlay facilities	

Elements of the Report for Proposed New Degree Program	Specific Comments
5. APPENDICES	
Appendix 1 Graduate-Culture Statement Appendix 2 Curriculum Map, EdD PLOs to Courses Appendix 3 EdD Program of Study Appendix 4 Admissions & Continuing Requirements Appendix 5 Course Schedule Appendix 6 Signature Activity/Assignment Rubric Appendix 7 Course Syllabi for EdD Program Appendix 8 Survey Results Dashboard Appendix 9 Faculty Curriculum Vitae Appendix 10 Request for New Courses (forms)	<p>Appendix 1, paragraph, line 2: insert the word “as” for sentence to read “...your development as a scholar-practitioner...”</p> <p>Appendix 2, use of “Introduced (I)” several times for each PLO: Each PLO is shown to be “Introduced (I)” several times across more than one course. For example, PLO 1 is depicted as being introduced in five courses (7000, 7001, 7002, 8000, and 7003). Please clarify how the same PLO can be introduced across five courses rather than being depicted as reinforced (R) in succeeding courses after it is introduced in the first course. The same comment for PLOs 2-8.</p> <p>Appendix 2, course list at the bottom of table: ED 7007 appears twice—it's first listed after 7009, and then listed again after 8003.</p> <p>Course codes 7006, 7010, and 7011 were not used for courses—is there a reason these numbers were skipped?</p> <p>Appendix 4, Part 1, Bullet 6: See my previous comment for section 1.9 regarding LORs.</p> <p>Appendix 5, Table 2, Year 2025: The course codes for EDR 8003-8006 are for different course titles than the ones in the Curriculum Map (Appendix 2) and Program of Study (Appendix 3). For example, EDR 8003 in Appendix 5 is the</p>

course “Critical Literature Review,” while EDR 8003 in Appendix 2 and 3 is the course “Research Design, Data Collection & Analysis.” Likewise for 8004, 8005, and 8006.

Comments for remaining appendices continued in attached file.

Additional Comments:

REFER TO SEPARATE FILE ATTACHED for continuation of Appendices' comments...

EDD Reader & Reviewer - G. James

Continuation of Comments

Appendix 7, Course Syllabi:

General Comments across all syllabi

- Student Learning Outcomes Alignment Matrix: Check narrative at the top of the matrix to make sure is uniform across all syllabi. I saw some inconsistencies. Also, suggest to also insert the acronym PLOs and IGLOs in the descriptions in the paragraph.
- Course Grade Scale:
 - Need to be consistent with the way the percentage ranges are shown in the list. For example, C and C+ percentages are presented low to high (C 70-77 and C+ 78-79), but then the remaining grades show percentages high to low (B- 84-80, B+ 87-84, etc.). Confusing.
 - Also, just pointing out that grading scale is different than for graduate program as per Graduate Bulletin (not sure if they are supposed to be the same?).
- Signature Assignment: Not all syllabi identified the Signature Assignment. Considering this is one of the trademarks of this program, it would be good to identify in each syllabus.
- Plagiarism Statement: Consider making this statement uniform across all syllabi. For example, refer to the different statements in ED 7000 (p. 7) versus ED 7001 (p. 7).
- Certification of Original Work Statement: Consider making this statement uniform across all syllabi. For example, some syllabi included the actual statement students will sign, while other syllabi did not.

ED 7001 Contemporary Issues & Problems in Ed

- Page 1, Course No: Should be “ED 7001” not “EdD 7001”
- Page 3, SLOs: SLO 1 should begin with a verb that will complete the prior sentence “students will be able to:” Refer to SLO 2, 3, and 4, which are written correctly with a verb as the first word.

ED 7002 Theories for Leadership and Organizations

- Page 1: Need to indicate that this is a 3 credit course. In other syllabi, this was indicated under the Course Description.

ED 7003 Diversity, Ethics, and Leadership for Educational and Organizational Contexts

- Page 1, Course No: Should be “ED 7003” not “EdD 7003”

ED 7005 Instructional and Visionary Leadership

- Page 1: Need to indicate that this is a 3 credit course. In other syllabi, this was indicated under the Course Description.

ED 7007 Program Evaluation and Data for Evidence-Based

- Page 1, Course No: Should be “ED 7007” not “EdD 7007”

ED 7008 Financial Resources and Building Instructional Capacity

- Page 1, Course No: Should be “ED 7008” not “EdD 7008”
- Page 1, Course Description, sentence 4: “A range of will include attention to...” Is there a word missing in the opening phrase of this sentence?
- Page 4, Alignment Matrix, PLOs column: Shows alignment to PLOs 1-6, which is different from Curriculum Map (Appendix 2) that shows alignment to PLOs 1-5 and 7, not 6.

ED 7009 Strategic Planning and Leadership

- Page 1: Need to indicate that this is a 3 credit course. In other syllabi, this was indicated under the Course Description.

ED 7012 Education Policy and Change

- Page 1, Course No: Should be “ED 7012” not “EdD 7012”
- Page 4, SLOs: SLO 2 should begin with a verb that will complete the prior sentence “students will be able to:” Refer to the other SLOs, which are written correctly with a verb as the first word.

ED 7013 Leadership and Learning for the Western Pacific Region

- Page 1: Need to indicate that this is a 3 credit course. In prior syllabi, this was indicated under the Course Description.
- Page 1, Course Description, last sentence: “Additionally, to analyze, ...” – Double check if this is supposed to be a complete sentence.

EDR 8000 Scholarly Literature Review

- Page 1: Is course code prefix supposed to be “EDR” rather than “EdR”?
- Page 4, Alignment Matrix, PLOs column: PLO alignment in syllabus is different from what is shown in Curriculum Map (Appendix 2). That is, syllabus matrix shows alignment to PLOs 1, 2, 4, 5, and 6 (not 3 and 7), while Curriculum Map shows alignment to PLOs 1 through 7.

EDR 8001 Qualitative Research Methodology

- Page 1: Is course code prefix supposed to be “EDR” rather than “ED-R”?
- Page 1: Need to indicate that this is a 3 credit course. In prior syllabi, this was indicated under the Course Description.

EDR 8002 Introduction to Quantitative Research

- Page 1, Course Code: Need to insert course code “EDR 8002” in heading
- Page 1, Course Title: Is course title supposed to be “Introduction to Quantitative Research” (as shown in syllabus), or “Quantitative Research Methodology” (as shown in Appendix 2 & 3)?

- Page 2-4, Alignment Matrix: Why are PLOs in the first column rather than the SLOs as in other syllabi? Course SLOs should be in the first column which then drive the alignment to PLOs and IGLOs.
- Page 2-4, Alignment Matrix, PLOs: PLO alignment in syllabus is different from what is shown in Curriculum Map (Appendix 2). That is, syllabus shows PLOs 1-5 and 7 (not 6), which is different from Curriculum Map (Appendix 2) which shows alignment to PLOs 1-7
- Page 4, URL link to Institutional Learning Outcomes: Wrong link at bottom of table because it is to the **undergraduate** institutional learning outcomes. Should be to graduate ones.
- Page 7, Course Grading Scale: The course grading scale is different from the prior syllabi. Should be uniform across all syllabi.

EDR 8003 Research Design

- Page 1: Is course code prefix supposed to be “EDR” rather than “ED-R”?
- Page 1, course title: The complete title should be “Research Design, Data Collection and Analysis” as shown in the other sections of report.
- Page 1: Need to indicate that this is a 3 credit course. In prior syllabi, this was indicated under the Course Description.
- Page 3-4, Alignment Matrix: PLO alignment in syllabus is different from what is shown in Curriculum Map (Appendix 2). That is, syllabus shows PLOs 1-7 (not 8), while Curriculum Map (Appendix 2) shows PLOs 1-8.

EDR 8004 Critical Literature Review

- Page 1, Course Code: Course code prefix should be “EDR” rather than “EdD”.
- Page 4, SLOs: SLO 5 should begin with a verb that will complete the sentence “students will be able to” Refer to the other SLOs.
-

EDR 8005 Advanced Qualitative Research

- Page 1, Course Code: Need to insert course code “EDR 8005” in heading
- Page 2-4, Alignment Matrix: Why are PLOs in the first column rather than the SLOs as in other syllabi? Course SLOs should be in the first column which then drive the alignment to PLOs and IGLOs.
- Page 2-4, Alignment Matrix, PLOs: PLO alignment in syllabus is different from what is shown in Curriculum Map (Appendix 2). That is, syllabus shows PLOs 1-5, 7 and 8 (not 6), which is different from Curriculum Map (Appendix 2) which shows alignment to PLOs 1-8
- Page 4, URL link to Institutional Learning Outcomes: Wrong link because it is to the **undergraduate** institutional learning outcomes. Should be to graduate ones.
- Page 7, Course Grading Scale: The course grading scale is different from the prior syllabi. Should be uniform across all syllabi.

EDR 8006 Advanced Quantitative Research

- **Page 3, SLOs:**

- SLO 2: Is there supposed to be a colon after “Research quantitative methods” to read as “Research quantitative methods: the research question(s), hypothesis, ...”
- SLO 3: Please look at this again--I had problems understanding this sentence. Is something missing?
- SLO 5: I think the second sentence needs to be deleted-- “the quantitative design of significant and non-significant effects...”—it is a copy-and-paste from SLO 3.

ED-DR 7014 Candidacy Advancement

ED-DR 7015 Dissertation Proposal

- Page 1, Course Code: Course code should be 7015. The syllabus is showing 7014.
- Page 1: Need to indicate it is a 3 credit courses.

ED-DR 7016, 7017, and 7018 Dissertation Research Course Series

- Page 1: Need to indicate these are 3 credit courses.
- Page 4, Grading Information: Unclear on grades for these dissertation courses. Description is showing S, S/C, and Retake. Are these the final course grades? Note, the previous Dissertation Proposal 7015 course was using IP, NP, and IC.

ADDITIONAL OVERALL COMMENTS:

- Syllabi show rigor and content of courses to be at a doctoral level.
- Each course shows substantive alignment to program learning outcomes and institutional graduate learning outcomes.
- Courses, where applicable, support the program’s unique focus on the cultural context of educational settings in the Western Pacific Region.
- Progression of courses are well scaffolded to provide students with the necessary learning and support to move on to the next course and, thus, sets the students up for success.

Dr. Dean Olah

Dr. Dean Olah completed his undergraduate and graduate studies in music education at the University of Toledo, received a Master of School Administration (MSA) degree from Campbell University and holds a degree of Doctor of Education (Ed. D.) from North Carolina State University in the School of Technology Engineering and Design. Additionally, he is a licensed A+ and Network+ Computer Technician, a Microsoft Certified Systems Engineer (MCSE) and Trainer (MCT).

With experience working at every level in education including elementary general music, middle and high school band, collegiate and business vocational technology training and administration, as well as university graduate school, he is also a former elementary school principal. His primary areas of scholastic interest are foundational education, instructional technology, vocational studies, educational leadership, and music education.

Dr. Olah is an active member of ITEEA (International Technology and Engineering Educators Association), Epsilon Pi Tau (leading international honors society for technology) and MENC (Music Educators National Conference).

Reader & Reviewer Feedback Form
for the proposed
Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)

Reviewer Name and Title: Dean Olah
Date of Review: 9/9/2022

Elements of the Report for Proposed New Degree Program		Specific Comments
1. Definition of the Proposed Program		
1.1	Full and exact designation for the proposed program.	Clear
1.2	Name of the college submitting the request.	good
1.3	Name of the department, department's division, or other unit of the college which would offer the proposed program.	good
1.4	Name, title and rank of the individual primarily responsible for drafting the proposed program.	good
1.5	Goals and Objectives of the proposed program.	Should the document have page numbers? The link before 15a is not working All good
1.5a	Specify the subject matter to be covered.	
1.5b	Specify the intellectual skills and learning methods to be acquired.	
1.5c	Specify the affective and creative capabilities to be developed.	
1.5d	Specify, if relevant, the specific career-preparation practices to be mastered.	
1.6	List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.	Good
1.7	Clarification of number and types of electives, if any under the proposed program, including special options.	Good
1.8	Justification of any unusual characteristics of the proposed programs; e.g., terminology, units of credit required, types of course work, etc.	Good
1.9	Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.	Good requirements for application
1.10	Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.	Good
1.11	Describe how educational effectiveness of program is to be measured.	Good

Elements of the Report for Proposed New Degree Program	Specific Comments
2. Context of the Proposed Program	
2.1 Examples of colleges offering the proposed program.	Good
2.2 Endorsements from university or community elements.	Good
2.3 Differences of the proposed program, if any, from similar programs in other institutions.	Good
2.4 Relation of the proposed program to the total educational program of the respective college.	Good
2.5 Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).	Good
2.6 List other programs currently offered which are closely related to the proposed program.	Good
2.7 Explanation of how the needs to be met by the proposed program have previously been satisfied.	NA
2.8 Applicability of course work taken under the proposed program to other programs currently offered.	NA
2.9 Assurance that courses and programs are planned both for optima learning and accessible scheduling.	Good

Elements of the Report for Proposed New Degree Program	Specific Comments
3. Need for the Proposed Program	
3.1 Primary reason for requesting the proposed program	Good
3.2 Professional uses of the program	Good
3.3 Results of a survey of serious interest in enrolling under the proposed program	Good
3.4 Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicated interest in the proposed program.	NA
3.5 Estimate the number of students completing the proposed program (in the second year and in the fifth year after its approval.)	Good
3.6 Total FTE lower division and upper division, enrollments in the specified department, department's division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years.	Good
3.7 Advantages to the college of offering the proposed program	Good

Elements of the Report for Proposed New Degree Program	Specific Comments
4. Resources for the Proposed Program	
4.1 List of all present faculty members (with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.	Good
4.2 Number and types of additional faculty and other staff positions, if any, needed to the proposed program.	Good
4.3 Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.	Good
4.4 List of courses now offered, by catalog number, title and units of credit needed in the proposed program.	NA
4.5 List of additional courses not now offered by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.	Good
4.6 University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.	Good
4.7 Plans for developing university library resources in support of the proposed program during the first year of its operation.	Good
4.8 Other instructional material. if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.	Good
4.9 Special classrooms, laboratories and other capital outlay facilities	Good

Elements of the Report for Proposed New Degree Program	Specific Comments
5. APPENDICES	
Appendix 1 Graduate-Culture Statement Appendix 2 Curriculum Map, EdD PLOs to Courses Appendix 3 EdD Program of Study Appendix 4 Admissions & Continuing Requirements Appendix 5 Course Schedule Appendix 6 Signature Activity/Assignment Rubric Appendix 7 Course Syllabi for EdD Program Appendix 8 Survey Results Dashboard Appendix 9 Faculty Curriculum Vitae Appendix 10 Request for New Courses (forms)	All Good

Additional Comments:

Great organizational effort has gone into generating the EdD program. The authors are to be commended.

My only suggestion would be to add page numbers to the document for easy reference and include a linkable table of contents.

Cheryl Sangueza, Ph.D.

Associate Professor, School of Education (SOE), University of Guam (UOG)

Bio Purpose:

Show expertise and investment in ensuring quality products emerge from collaboration.

My 10 years at UOG has afforded me breadth and depth of experiences that enables me to contribute meaningfully to academic discussions. I have been integral in the consultation and planning of course and programmatic level designs for several programs at SOE and UOG. My long standing roles and expertise that qualify my review of the proposed Ed.D are briefed below:

Faculty Senate, Executive Committee

- Understanding of UOG vision, direction, processes, data assessment, etc.

University Assessment Committee

- Co-designer and trainer for Annual Assessment Inventory rubric
- Expertise with alignment matrices, data assessment practices

SOE Academic Advisory Committee

- Big picture view of SOE and university through dean, division, graduate, UAC, and senate reports
- Discussions and decisions relative to SOE operations (ex: programmatic shifts, retention, committee work, data collection, financial situations, accreditation needs, etc)

SOE Graduate Program Committee

- Discussion and decisions- especially how to make our programs individually and collectively refined to the needs of our candidates, unit, university, and communities (ex: recruitment and graduation information, alignment matrices, rubrics, AAI's, program issues, aligning with addressing accreditation, university, and community needs, etc).

Program Chair, M.Ed Innovations in Teaching and Learning (formally Secondary Education)

- Experience in redesigning the program (format, curriculum map, alignment matrices, data assessment, etc)
- High on-time graduation rate.
- Student evaluations indicate students are consistently very pleased with the rigor, organization, and flow of my instruction and the program design.
- My graduates in terminal degrees have consistently shared that the work in this program put them ahead of their peers and that their mentors were impressed with their critical thinking, writing, and research skills.

**Reader & Reviewer Feedback Form
for the proposed
Doctor of Education in Instructional and Academic Leadership
(EdD in Instructional and Academic Leadership)**

Reviewer Name and Title: Cheryl R. Sanguenza, Associate Professor SOE
Date of Review: 09/11/2022

Elements of the Report for Proposed New Degree Program		Specific Comments
1. Definition of the Proposed Program		
1.1	Full and exact designation for the proposed program.	
1.2	Name of the college submitting the request.	
1.3	Name of the department, department's division, or other unit of the college which would offer the proposed program.	
1.4	Name, title and rank of the individual primarily responsible for drafting the proposed program.	
1.5	Goals and Objectives of the proposed program.	<p>Not evident on how program is centered in Island Wisdom. Will the fully online program accomplish the goals of Island Wisdom? What values will be reflected? None of the PLOs reflect island wisdom except #3 but it is a bit perfunctory. Same with the Speaker Series... island wisdom would be better reflected in a dialogue rather than a speaker series. How are the courses reflective of Island Wisdom? It seems that the program starts with the canoe but that concept is not clearly carried through - I need more time to review courses. Pg 10 - second paragraph. Use of term Western Pacific Region has a lot of connotations to colonization and militarization. Its presence contradicts the use of island wisdom in the previous page.</p> <p>PLOs need verbs more appropriate to higher level learning. Each PLO should only have one measurable verb/skill. (PLOs should be clearly mapped to IGLOs rather than just listing them.</p> <p>PLO2 has two parts. Coming up with solutions requires the identification and analysis of the problem and seems to be the main goal so I recommend using an appropriate verb for what students should do relative to solving the problem.</p> <p>PLO3 - how do you measure "value"? PLO5 - how do you measure "know and adhere"?</p> <p>Page 12</p> <p>1.5a Add a narrative about the subject matter of the whole program. What will students learn in the program? Emphasis in the description seems to be on problem solving... how do the courses reflect that? If not problem solving, then what is it?</p> <p>Page 13 - second full paragraph</p> <p>Isn't "application to practice" a demonstration of mastery? Section 1.5b doesn't explain the learning methods to be acquired. It just references the PLOs. Some effort should be spent on explaining the chosen cohort model as a learning method and any other method to be used. 1.5c says to specify. What are the specific capabilities students will have?</p> <p>1.5d - what is "knowledge advancement"? This section doesn't say what practices will be mastered? (second sentence is not a complete sentence.)</p>
1.5a	Specify the subject matter to be covered.	
1.5b	Specify the intellectual skills and learning methods to be acquired.	
1.5c	Specify the affective and creative capabilities to be developed.	
1.5d	Specify, if relevant, the specific career-preparation practices to be mastered.	
1.6	List of all courses, by catalog number, title and units of credit to be required for a major under the proposed degree.	Need more time to review
1.7	Clarification of number and types of electives, if any under the proposed program, including special options.	Need more time to review
1.8	Justification of any unusual characteristics of the proposed programs; e.g., terminology, units of credit required, types of course work, etc.	<p>1.8 What makes the Speaker Series unique? This is a common aspect of doctoral programs. If it is a key part of the program, it should be developed more. Is it considered an "unusual characteristics" especially since the series is folded into the courses. The same goes for the mentoring component. If it is unique, it needs to be more developed. Otherwise, it is just another part of a class. You could, to build in island wisdom, make the mentorship be reciprocal. Have second year students mentor first year and third year mentor second year and so on. The way this is written is no different from the role of a committee chair.</p>
1.9	Prerequisites and criteria for admission of students to the proposed program, and for their continuation in the program.	education discipline may need to be defined.
1.10	Evidence that degree program has a coherent design and is characterized by continuity, sequential progression, and a synthesis of learning.	<p>Paragraph 1 needs to make its point more clear</p> <p>There is no explanation of continuity, sequential progression, and synthesis of learning in this section. Foundation and concentration courses: what is the sequencing?</p> <p>How do you plan to ensure that there are enough students for each cohort?</p> <p>How does the signature assignment/activity address "coherent design"?</p> <p>Page 18-20 needs to be better organized. The bullets are essentially an expansion of the assessment idea rather than separate items. It is confusing to read as bullets. The plan is very general. There should be clearer explanations of the plan for the assessment, the types of tools used, the benchmarks (see AAI) etc. Bullet 6 - how will the application of degree among graduates be assessed? Just the graduates saying so? Is there another measure? Bullet 7 - so this hasn't been determined yet? Bullet 9 - relevance to the question?</p>
1.11	Describe how educational effectiveness of program is to be measured.	General assessment is present -but is needs teeth - actual measures, schedules of when to assess what and how, etc. Ex: if someone was to take the narrative and use it to guide assessing the program's educational effectiveness, they wouldn't know what to do.

Elements of the Report for Proposed New Degree Program	Specific Comments
2. Context of the Proposed Program	
2.1 Examples of colleges offering the proposed program.	Bullets 1-2 sound defensive. only need bullet 5. Is geteducated.com a credible source?
2.2 Endorsements from university or community elements.	no appendix 12 with endorsements
2.3 Differences of the proposed program, if any, from similar programs in other institutions.	PLO3 is not unique to Guam or Micronesia. If you are saying that it is, you may want to explicitly state it. Still not clear/convinced how speakers and mentors make the program unique as these are normal parts of many programs. A clearer connection needs to be made explicitly with Island Wisdom or it doesn't quite hit the point.
2.4 Relation of the proposed program to the total educational program of the respective college.	Should be specific to SOE and the connection should be deeper than it's the first terminal degree - how is it related conceptually in its mission and vision and goals etc
2.5 Relation of the proposed program to the planned curricular development of the respective instructional area (department, department's division).	needs more depth in its connection
2.6 List other programs currently offered which are closely related to the proposed program.	all bullets needs deeper relationships/connections. Concept, content, mindset, research, self-reflection, change agent - something... this is your opportunity to share how the EdD builds on each program... since those with education or education discipline can enter Ed.D, you should be able to connect all our graduate programs to EdD with something more than their graduates can go to EdD. That's a given...
2.7 Explanation of how the needs to be met by the proposed program have previously been satisfied.	prompt not answered. Shouldn't the response be that students had to pursue the EdD at other institutions? You could also say that it posed a significant financial and physical burden on them since we are so far from the closes institution that offers a similar program. I wish there was collaboration with the graduate faculty before this ask to review so reviewing a 300+ document could be for something deeper than editing and answering prompts properly.
2.8 Applicability of course work taken under the proposed program to other programs currently offered.	need more time to review
2.9 Assurance that courses and programs are planned both for optima learning and accessible scheduling.	need more time to review

Elements of the Report for Proposed New Degree Program	Specific Comments
3. Need for the Proposed Program	
3.1 Primary reason for requesting the proposed program	Include a table or chart of the data How many prospective students might the degree have given the tight eligibility parameters?
3.2 Professional uses of the program	It still isn't clear who would benefit from the program and how? Who would have employment advancement? Enrichment of knowledge in discipline, specialized area?
3.3 Results of a survey of serious interest in enrolling under the proposed program	Include a table or chart of the data (at least a summary in text) - the story, the data is jumbled in its current narrative form.
3.4 Enrollment figures during the past two years in specified courses or programs related to the proposed program which indicated interest in the proposed program.	Evading answering may cause red flags. You mentioned graduates of SOE's masters courses as a potential feed - so get those numbers, get numbers of graduates in "educational disciplines"
3.5 Estimate the number of students completing the proposed program (in the second year and in the fifth year after its approval.)	What happens in 2025-26? Will there be no more students in 2026? How is this sustainable?
3.6 Total FTE lower division and upper division, enrollments in the specified department, department's division, or other units of the college which would offer the proposed program, as of the current semester and as projected five years.	There hasn't been an assessment of which current faculty can teach in the program. What validates needing 3 full time faculty? Is that wise for SOE? To sustain 3 full faculty and 2 classes a sem.. what's their full load and class size for OL? The credentials are lower than what it takes to currently maintain graduate faculty status. I suggest making the narrative flow consistently for all three presented - ex: have info in first sentence the same, etc
3.7 Advantages to the college of offering the proposed program	#1, 3, 4, 5 as worded is not an advantage – strengths are different from “advantage to...”

Elements of the Report for Proposed New Degree Program		Specific Comments
4. Resources for the Proposed Program		
4.1	List of all present faculty members (with rank, highest degree earned, publications and professional experience, who would teach in the proposed program.	
4.2	Number and types of additional faculty and other staff positions, if any, needed to the proposed program.	Was this agreed upon by the SOE faculty? How has need for a new faculty to support EdD if we haven't assessed who can teach what? How are all three going to have full loads is not clear.
4.3	Estimate of additional faculty and other staff positions needed specifically for the proposed program one, two and five years after its approval.	Have current faculty been vetted for committees/classes? The language of faculty needed isn't accompanied with looking within to see how to be strategic with resources.
4.4	List of courses now offered, by catalog number, title and units of credit needed in the proposed program.	
4.5	List of additional courses not now offered by catalog number, title and units of credit, needed initially and during the first two years after approval of the program, needed to make the program fully operative.	
4.6	University library resources, available in direct support of the proposed program, specified by subject areas, volume count, periodical holdings, etc.	How will this work in an online program if students are not in Guam? How does this service the students from the region that are part of your target population? What if they need resources from the stacks?
4.7	Plans for developing university library resources in support of the proposed program during the first year of its operation.	none
4.8	Other instructional material. if any, needed in support of the proposed program, itemized with cost estimates as projected for the first five years of operating the program.	none
4.9	Special classrooms, laboratories and other capital outlay facilities	none

Elements of the Report for Proposed New Degree Program	Specific Comments
5. APPENDICES	
<p>Appendix 1 Graduate-Culture Statement</p> <p>Appendix 2 Curriculum Map, EdD PLOs to Courses</p> <p>Appendix 3 EdD Program of Study</p> <p>Appendix 4 Admissions & Continuing Requirements</p> <p>Appendix 5 Course Schedule</p> <p>Appendix 6 Signature Activity/Assignment Rubric</p> <p>Appendix 7 Course Syllabi for EdD Program</p> <p>Appendix 8 Survey Results Dashboard</p> <p>Appendix 9 Faculty Curriculum Vitae</p> <p>Appendix 10 Request for New Courses (forms)</p>	<p>Pg 39 Students can move forward with a C+? Timeline: what happens if a student falls out of sequence with their cohort? How will the continue in the program? Do they have to catch up? Join a different cohort?</p> <p>Page 41-42 What will the 3 full-time faculty teach if this is the offering for courses each year? By Fall 2025, number of courses decrease</p> <p>Page 51, 114, 132 Student Learning Objectives are repeated</p> <p>Page 64 This matrix is confusing. Why isn't it just mapped to the SLOs?</p> <p>Page 85 Why is #4 repeated in the matrix?</p> <p>Page 143-144 Why is it categorized by Weekly Module instead of SLO?</p> <p>Page 174-176, 206-208 SLOs should be mapped to PLOs and ILOs not PLOs mapped to SLOs and ILOs</p> <p>Page 258 If most people are interested in a 2-3 year program, why is the program designed to be 5 years?</p> <p>Page 259 Question on online delivery, doesn't indicate that it is the preferred delivery method.</p> <p>New courses SLOs need verbs more appropriate to higher level learning. Each SLO should only have one measurable verb/skill. (https://www.apus.edu/documents/Blooms-Taxonomy.pdf) Technology delivered request forms need to be attached to the New Course forms.</p>

Additional Comments:

General comments for entire document:

Grammar check and use jargon sparingly throughout (see questions/comments about clarity in comment boxes).

Include summaries of the content of the Appendix being referenced rather than just referring to the appendix in body - in a 384-page document, this becomes cumbersome.

Need more time to review classes, LO alignments, assessments, etc.

Appendix 13

Letters of Support for Proposed EdD

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

October 3, 2022

Dr. Alicia Aguon
Dean, School of Education
University of Guam
303 University Dr., UOG Station
Mangilao, Guam 96913

Hafa Adai, Dean Aguon:

I am writing to show my support for the University of Guam School of Education's proposed Doctor of Education degree (EdD) in Instructional and Academic Leadership post-master's program. The creation of this specialized professional doctoral degree will greatly benefit our local community and the surrounding island communities in Micronesia which the University of Guam serves. The establishment of this EdD degree will actively support UOG's vision of "transforming lives and advancing communities."

This institution was founded 70 years ago primarily to serve the community's need for trained teachers. This in turn assured that the community's future leaders and workers had the critical skills necessary to bring Guam out of a post-war military governed era. Today's challenges for teachers are no less critical. Globalization, the pandemic, the recession, the inflation, and the quick adaptation to distance education, are just a few of the challenges that teachers encounter. This proposed EdD degree in Instructional and Academic Leadership will allow for more regional research relevant to our island communities. It will further solidify the University's leadership role in Guam and all of the Micronesian region and will serve to support aspirations for higher levels of higher education.

I wholeheartedly support the implementation of this proposed degree. It emphasizes the University's commitment to its mission of Ina, Deskbre, Setbe. If you have any questions or concerns, please contact me.

Senseramente,



Thomas Krise (Nov 1, 2022 10:54 GMT+10)

Thomas W. Krise, Ph.D.
President



Francis E. Santos
Superintendent of Education

**GUAM DEPARTMENT OF
EDUCATION**
Curriculum and Instructional Improvement
Office of the Deputy Superintendent
501 Mariner Avenue, Barrigada, Guam 96913
Telephone: (671) 300-2251/1635/1247
jsanchez@gdoe.net



Joseph L.M. Sanchez
Deputy Superintendent,
Curriculum and Instructional
Improvement

October 13, 2022

Alicia C. Aguon, Ph.D., Dean
School of Education
University of Guam
Mangilao, Guam

Dear Dr. Aguon,

Hafa Adai! The Guam Department of Education is extremely pleased to provide a letter of support for the University of Guam School of Education's proposed Doctor of Education degree (EdD) in Instructional and Academic Leadership post-graduate program.

As our school district continues to implement Standards Based Education to ensure that students are acquiring the knowledge and skills to be successful in their chosen paths beyond high school and throughout their adult life, it is important that we have educators who have the ability to understand the diverse learners' needs and know the best ways to teach them so our students are prepared for college and/or a career. The University of Guam School of Education's efforts to provide an opportunity for educators to earn a specialized degree in Instructional and Academic Leadership is a positive step towards building a pool of highly trained teachers who can provide the quality education that all our students observe.

The Guam Department of Education Curriculum and Instruction Division is committed to working collaboratively with the School of Education to continue to support educators in developing their skills and advancing their learning so they become more effective in their practices to help our students succeed.

If you have any questions regarding our interests and support, please do not hesitate to contact me at my office at (671) 300-2251 or via email at jsanchez@gdoe.net. Best wishes on your efforts to implement this program.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph L.M. Sanchez".

Joseph L.M. Sanchez
Deputy Superintendent
Curriculum and Instructional Improvement



Francis E. Santos
Acting Superintendent of Education

GUAM DEPT. OF EDUCATION

TIYAN HIGH SCHOOL

13-15 Mariner Avenue, Administration Building (I-Bldg), Barrigada, Guam 96913 (Physical)
501 Mariner Avenue, Barrigada, Guam 96913 (Mailing)
Tel: 300-5570

*At Tiyan High School, our mission is to provide a challenging learning environment
that promotes academic excellence which inspires students to be globally competitive.*



Sophia S.N. Duenas
Principal

Jonalyn P. Ceria, Assistant Principal
Business, Clubs and Organizations, Special
Programs

Joel L. Punzalan, Assistant Principal
Curriculum, Instruction, Assessment, & Intervention, 504
Implications, ISA, and Facilities

Carmen Rosario, Acting Assistant Principal
Attendance, Discipline

October 13, 2022

MEMORANDUM

To: All Concerned

From: Principal

Subject: Letter of Support

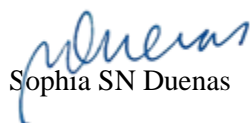
Reference: Post-Master's Program - Doctor of Education Degree (EdD) in Instructional and Academic Leadership

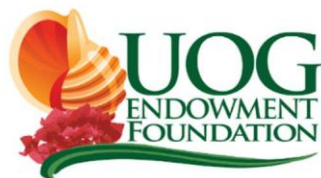
Buenas yan Hafa Adai! I write this letter in support of the offering of a new post-master's program, Doctor of Education degree (EdD) in Instructional and Academic Leadership. As an alumna of the University of Guam for both my undergraduate and graduate degrees, I am proud to say that the School of Education has provided me with the knowledge and skills necessary to become a successful educator of the Guam Department of Education. Personally, I am happy to have had the opportunity to complete my post-secondary education on this island. Initially, I was able to seek employment with the Guam Department of Education as a mathematics teacher. As I sought increased career opportunities, the University offered a Master's degree program in Administration and Supervision where I studied to be a school administrator. Today, I am the school leader for the newest high school on Guam. This success was due in part to the opportunity study here on island at the University of Guam.

As an educator in this present day, times have changed tremendously. Digital technology has sought higher demands and attention on our private and professional lives. With technology at our fingertips, we are forced to respond to many needs throughout the day. Thus, we are constantly planning, preparing and effectuating. Many individuals have resorted to seek out practical measures to improving their lives. Thus, it is necessary to offer programs that suits the needs of individuals wishing to pursue higher education that is practical and virtual.

As an educator on the island for over 27 years, I support the UOG School of Education's effort to create the EdD program for individuals who completed a Master's Degree with the desire to specialize in Instructional and Academic Leadership to further engage in their knowledge skill development in the K-12 context. I would like to see our education institutions and our educators on island grow and prosper.

Very respectfully,


Sophia SN Duenas



October 13, 2022

Board of Directors

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Associate Director

Annual Giving & Alumni

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www.give.uog.edu

Dean Alicia C. Aguon

Office of the Dean of the School of Education

303 University Dr., UOG Station

Mangilao, GU 96913

Håfa Adai, Dean Aguon,

I am writing to show my support for the University of Guam School of Education's proposed Doctor of Education (EdD) in Instructional and Academic Leadership post-master's program. This degree would benefit all current and aspiring K-20 educational practitioners seeking a professional, post-master's degree to our local community and surrounding Pacific Islands community.

In 1952, the Territorial College of Guam was established as a teacher training school to meet the educational needs of the island. Nearly 70 years later, teachers are challenged to evolve and innovate to educate and encourage young minds that are impacted by global, social media and fast developing technologies. It behooves the University to provide higher degree programs that focus on instructional and academic leadership.

By providing new opportunities for advanced learning, the addition of this post-graduate program will help to solidify the University of Guam's leadership role within the local and regional community. It further exemplifies the commitment to University's mission of "Ina, Deskubre, Setbe" for the region.

Si Yu'os Ma'ase,

Jesse J. Leon Guerrero

Jesse J. Leon Guerrero (Oct 31, 2022 16:21 GMT+10)

Jesse J. Leon Guerrero

Chairman, UOGEF Board of Directors



October 12, 2022

Board of Directors

Chairman

Mr. Jesse Leon Guerrero

Vice Chairman

Mr. John Calvo

Treasurer

Mr. George Chiu

Executive Secretary

Dr. Thomas Krise

Directors

Hon. Joseph Ada

Mr. David John

Dr. Saied Safabakhsh

Ms. Ramona Jones

Ms. Flo Martinez

BG (ret.) Roderick Leon Guerrero

Ms. Sandra McKeever

Foundation Team

Ms. Katrina Perez

Executive Director

Ms. Shawn Wegner

Associate Director

Corporate & Foundations

Ms. Jirrah Bautista

Associate Director

Annual Giving & Alumni

Ms. Jenei Aguon

Development Coordinator

Ms. Joyce Yamasta

Accounting Assistant

Ms. Erika Pagsisihan

Administrative Assistant

UOG Endowment Foundation

303 University Dr.

UOG Station

Mangilao, Guam 93923-0303

tel. 671.735.2957

fax. 671.734.2952

email: info@uogendowment.org

www.give.uog.edu

Dean Alicia C. Aguon

Office of the Dean of the School of Education

303 University Dr., UOG Station

Mangilao, Guam 96913

Hafa Adai, Dean Aguon,

I am writing to show my support for the University of Guam School of Education's proposed Doctor of Education degree (EdD) in Instructional and Academic Leadership program. The creation of this professional doctorate degree will greatly benefit our local community and the surrounding island communities in Micronesia for which the University of Guam serves. The establishing of this EdD degree will actively support UOG's vision of "transforming lives and advancing communities".

This university was founded based on the community need for trained teachers. This in turn assured the at the community's future leaders and workers had the critical skills necessary to bring Guam out of a post-war military governed era. Today's trials for teachers are no less critical. Globalization, pandemics, recessions, quick adaptations to virtual instructions, are just a few of the challenges that teachers will encounter. This proposed EdD degree in Instructional and Academic Leadership will allow for more regional research relevant to our island communities. It will further solidify the University's leadership role in Guam and Micronesia and actively will serve to support aspirations of higher education.

I wholeheartedly support the implementation of this proposed degree. It emphasized the University's commitment to its mission of Ina, Deskubre, Setbe for the region. If you have any questions, please reach out to me at katrina@uogendowment.org.

Si Yu'os ma'ase',

Katrina T. Perez

Executive Director



Archdiocese of Agaña

Office of Catholic Education

196 Cuesta San Ramon Ste. B, Hagatna, Guam 96910

Phone: (671) 562-0052/53 * Website: archagana.org

October 17, 2022

To: Dr. Alicia C. Aguon, Dean
University of Guam, School of Education

Fr: Fr. Val G. Rodriguez, Superintendent
Archdiocese of Agaña, Office of Catholic Education

Subject: Letter of Support for Doctor of Education degree (EdD)

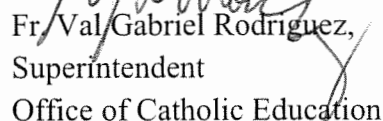
Hafa Adai Dr. Aguon,

It is with great pleasure and enthusiasm that I provide this letter of support for the University of Guam's proposed Doctor of Education degree (EdD). With the island's population of children as well as those children in the region to be educated, it would be a tremendous benefit for our aspiring educational leaders, locally and regionally, to be able to advance in their field with a Doctor of Education degree (EdD).

With our current challenges in terms of travel to pursue studies off-island and the move to distance learning in many cases, this graduate program would allow potential candidates to want to pursue their studies in this field because of the convenience of the ability to be on campus while also being able to pursue this career online with the University. In addition, the convenience of the time zone for online studies in the region would make this graduate program opportunity highly favorable.

The movement to provide this educational opportunity from Guam to educational leaders in our area will truly help "transform lives and advance communities." Again, as the Superintendent of Catholic Schools on Guam, I am in full support of this program and wish the very best to the University's endeavors to make this dream a reality for many of our educators. May God guide you and your team with the establishment of the University of Guam's proposed Doctor of Education degree (EdD), graduate program.

In Christ,


Fr. Val Gabriel Rodriguez,
Superintendent
Office of Catholic Education



Office of Senator

AMANDA L. SHELTON

Legislative Secretary & Chairwoman

Committee on Air Transportation, Parks, Tourism, Higher Education and the
Advancement of Women, Youth and Senior Citizens

I Mina'trentai Sais Na Liheslaturan Guåhan • 36th Guam Legislature

October 14, 2022

Dr. Alicia Aguon and the School of Education
University of Guam
UOG Station
Mangilao, Guam 96913

Re: Letter of Support for the Doctor of Education (EdD) degree

Dear Dr. Aguon,

Buenas yan Håfa Adai! I write to you to express my strong support for the University of Guam School of Education's (UOG) proposed Doctor of Education degree (EdD) in Instructional Leadership.

The EdD Program in Instructional Leadership will expand opportunities for current and aspiring K-20 educational practitioners seeking to earn a professional doctorate degree. The proposed program answers the University's call to become a Doctoral Professional University by 2024. This distinction, a nationally and internationally recognized research university under the Carnegie Foundation for the Advancement of Teaching, provides a clear and attainable benchmark to expand research and development opportunities for non-STEM fields of study, including education.

The approval of this program is one key way to honor and acknowledge how far the University has come as the emerging flagship university for all of Micronesia. And as UOG remains committed to being the hub for higher education in the Western Pacific, it is essential to support the aspirations of our local and regional residents desiring to pursue a career in education.

Instructors of primary, secondary, and post-secondary education are crucial to the prosperity of our community, and as the Legislative Chair on Higher Education and an alumna of the University of Guam, I want to express my commitment to developing the educator workforce on our island and throughout Micronesia. When we continue to advance our institutions of higher learning, we create more opportunities to improve community success.

The Doctor of Education degree Program will provide our educators with increased access to specialized training and support the University's path to national and international recognition. I am pleased to express my strong support for this



GUAM CONGRESS BUILDING | 163 CHALAN SANTO PAPA | HAGÁTÑA, GUAM 96910

officeofsenatorshelton@guamlegislature.org | (671) 969-2574 • (671) 989-2572



Office of Senator

AMANDA L. SHELTON

Legislative Secretary & Chairwoman

Committee on Air Transportation, Parks, Tourism, Higher Education and the
Advancement of Women, Youth and Senior Citizens

I Mina'trentai Sais Na Liheslaturan Guåhan • 36th Guam Legislature

opportunity, and as always, please do not hesitate to contact my office at (671) 969-2574/989-2572 or via email at officeofsenatorshelton@guamlegislature.org if I may be of further assistance.

Respectfully,

Senator Amanda L. Shelton



GUAM CONGRESS BUILDING | 163 CHALAN SANTO PAPA | HAGÁTÑA, GUAM 96910

officeofsenatorshelton@guamlegislature.org | (671) 969-2574 • (671) 989-2572



SENATOR JOE S. SAN AGUSTIN

COMMITTEE ON GENERAL GOVERNMENT OPERATIONS, APPROPRIATIONS & HOUSING
I MINA'TRENTAI SAIS NA LIHESLATURAN GUÅHAN

October 19, 2022

Transmitted Electronically:

aliciaaguon@triton.uog.edu

santosk12299@triton.uog.edu

Alicia C. Aguon, Ph.D.
Dean, School of Education
University of Guam
Mangilao, Guam

Re: Letter of Support- University of Guam School of Education Doctor of Education Degree.

Håfa Adai, Dean Aguon!

For 70 years, from the birth of the Territorial College of Guam to the University of Guam, thousands of students throughout Micronesia have attained their baccalaureate degrees in many fields and gone on to do great things.

The establishment of the School of Education was one pillar of UOG's founding mission - to foster quality educators to build and mold the young minds of Guam and the region into productive, positive contributing citizens of the world.

As a former Guam Education Board Chairman and Member, and as an elected public leader, I continue to recognize the importance each educator plays in the lives of our students.

The UOG School of Education's proposal to establish a Doctor of Education degree in Instructional and Academic Leadership is most welcome news. I support the creation of this specialized professional doctorate degree, as it will expand learning opportunities for our educators and, in turn, realize additional benefits for our schoolchildren and other stakeholders.

I look forward to the continued success of the School of Education and the University of Guam as you continue to fulfill your mission of *Ina, Deskubre, Setbe! Biba UOG!*

Si Yu'os Ma'åse'!

Senator Joe S. San Agustin



OFFICE OF SENATOR SABINA FLORES PEREZ

Chairperson

Committee on Environment, Revenue and Taxation, Labor, Procurement,
and Statistics, Research, and Planning

I Mina'trentai Sais Na Liheslaturan Guåhan • 36th Guam Legislature

Sent electronically to aliciaaguon@triton.uog.edu

October 27, 2022

Alicia Cruz Aguon
Dean, School of Education
University of Guam
UOG Station
Mangilao, Guam 96913

Subject: Letter of Support for Establishing Doctor of Education Degree at the University of Guam School of Education

Hafa adai Dean Aguon,

I am writing to show my support for the University of Guam School of Education's proposed Doctor of Education degree (EdD) in Instructional and Academic Leadership post-master's program. The creation of this specialized professional doctorate degree will greatly benefit our local community and the surrounding island communities in Micronesia for which the University of Guam serves. The establishing of this EdD degree will actively support UOG's visions of

This university was founded based on the community need for trained teachers. This in turn assured that the community's future leaders and workers had the critical skills necessary to bring Guam out of a post-war military governed era. Today's trials for teachers are no less critical. Globalization, pandemics, recessions, quick adaptations to virtual instructions, are just a few of the challenges that teachers will encounter. This proposed EdD degree in Instructional and Academic Leadership will enhance regional research relevant to our island communities. It will further solidify the University's leadership role in Guam and Micronesia, and it actively will serve to support aspirations of higher education.

I wholeheartedly support the implementation of this proposed degree. It emphasizes the University's commitment to its mission of *Ina, Deskbre, Setbe* for the region. If you have any questions, please reach out to me at office@senatorperez.org.

Sincerely,

Sabina Flores Perez
Senator, *I Mina'trentai Sais I Liheslaturan Guåhan*

Appendix 14

Request for New Courses (forms)

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

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<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number:

Course Title: Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement
☒ part of major program
☐ elective

1. Course Description:

This is a required first course that will cover an overview/orientation of the EdD program of study, requirements and sequencing of events or degree milestones. The candidacy requirement, mentoring component, and speaker series will be discussed; and to include an overview of learning supports and resources. Further, students will explore an initial research topic and connection to the cultural context and one's leadership identity.

2. Course Content:

Course Topics by Weekly Module:
Module 1: About the EdD and Introducing our Cohort learning community& Speaker Series
Module 2: Mentoring activity and cohort writing group
Module 3: The 3 R's: Research, Resources and References
Module 4: Research Focus/Topic
Module 5: Cultural Context, Connection to Practice and Community
Module 6: Leadership Identity and Focus
Module 7: Research Presentations
Module 8: Mapping your EdD journey ahead

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

6. Student Learning Objectives (SLO):

During the course and at the completion of the course, a student will be able to:

1. Understand the requirements for the EdD program of study.
2. Describe an initial research focus/topic of interest.
3. Explain the cultural context of the leadership practice.
4. Express one's leadership identity and focus.
5. Establish and Participate in a cohort writing group.

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

participate in the two synchronous (or onsite option) class sessions and speaker series session.

weekly learning community online communication posts per the cohort writing group activities.

submission of research diagram and written document on initial research focus/topic of interest.

written document describing the cultural context of the leadership practice.
[Signature Assignment]

written document describing one's leadership identity and focus.

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

5% participate in the two synchronous (or onsite option) class sessions and speaker series session.
20% weekly learning community online communication posts per the cohort writing group activities.
25% submission of research diagram and written document on initial research focus/topic of interest.
25% written document describing the cultural context of the leadership practice.[Signature Assignment]
25% written document describing one's leadership identity and focus.

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

REQUIRED READING MATERIAL:

- 1) This course will have students review and read the EdD information packet.
- 2) Students will be required to access articles from peer-reviewed academic journals using the UOG RFK Library System.

10. Subsequent Courses:



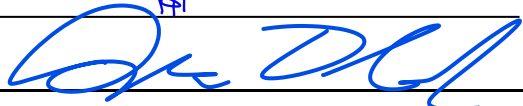

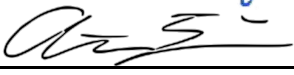

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		<u>11/3/2022</u>
Division Chair		<u>11/3/2022</u>
Chair, College AAC/CC		<u>11/4/2022</u>
Dean, of College		<u>11/4/2022</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


 Anita Borja Enriquez- Approved (May 30, 2023 13:01 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement☒ part of major program☐ elective**1. Course Description:**

This course will explore and examine educational issues and problems in practice as informed by evidence with consideration of the organizational and cultural context to inform the landscape of understanding and respond to issues and problems.

2. Course Content:

Course Topics by Weekly Module:

Module 1: Develop knowledge of an educational challenge with alignment of leadership theories.
Module 2: Utilize data-driven practices to understand the landscape of the educational challenge.
Module 3: Build scholarly literature to understand an educational problem of interest.
Module 4: Build knowledge to inform leadership styles that contribute to meeting the needs of the range of stakeholders.
Module 5: Develop a responsive organizational strategy plan based on the problem of practice plan.
Module 6: Develop knowledge of leadership partnerships strategies with faculty and stakeholders.
Module 7: Develop knowledge of leadership roles essential to maintain authentic culturally responsive community for learning.
Module 8: Develop research to practice product which include research to application connection for an identified in practices, relate the problem to data-driven, frame scholarly research to address the problem, differentiate cultural responsiveness for meaningful solutions, and stakeholder supportive strategies.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

The SLOs:

1. Understand theories of leadership and organization that are best aligned with your educational issue or challenge.
2. Examine educational or higher academic datasets highlighting the school site problem to practice.
3. Create a draft outline and informational overview for faculty development of an educational challenge utilizing educational or higher academic data collection, literature synthesis, and reflection strategies for united faculty recommendations.
4. Create a literature review of a school setting with similar challenges such as recruitment, retention, diversity, social-emotional learning, inclusion, and culturally responsive curriculum using archival data specific to respond to school stakeholders.

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

Mini research papers, annotated bibliographies, outline professional development agenda, discussion posts, critical friend review, change matrix, and signature research paper.

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

1. Mini Research Papers 20%
2. Critical Friend Review 10%
3. Outline, Professional Development Agenda 10%
4. Annotated Bibliographies 25%
5. Discussion Posting 10%
6. Professional Development Plan 25% [Signature Assignment]

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

Bulter, T. (2021). *School leadership learner-centered leadership in times of crisis*. Coppel, TX: Bulter Leadership Consulting.

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Sage Publications.

Shapiro, J.P. & Stefkovich, J.A. (2022). *Ethical leadership and decision making in education* (5th ed.). New York, NY: Routledge Taylor & Francis Group.

10. Subsequent Courses:






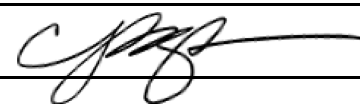
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

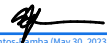
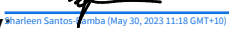
UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:00 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023
DATE


Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement
☒ part of major program
☐ elective**1. Course Description:**

This course will cover leadership and organizational theories and frameworks useful to resolve and reframe problems and issues in educational and organizational contexts. Students will examine their own leadership orientation/schema and engage in reframing leadership roles in real settings and diverse contexts.

2. Course Content:

Module 1: Leadership – Understanding, Define, and Relation to Context
Module 2: Leadership Theories, Part 1
Module 3: Leadership Theories, Part 2
Module 4: Perspectives of Understanding Organizations
Module 5: Application of Four Perspectives to Context – Analysis (part 1)
Module 6: Reframing and Leadership in Practice – Analysis (part 2)
Module 7: “Leadership Signature – Leadership Identity”
Module 8: Critique and Reflections of Your Leadership Forward

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

6. Student Learning Objectives (SLO):

1. Understand and define what is “leadership” and in relation to the educational or organizational context.
2. Describe leadership theories applicable to resolving or reframing problems and issues in practice and demonstrate this knowledge via case analysis application of theories in practice.
3. Describe the four perspectives of understanding organizations and apply the perspectives to resolve and reframe problems and issues in educational and organizational contexts.
4. Understand and describe one’s leadership lens or perspective to engage in reframing leadership roles in real settings and diverse contexts.
5. Review and critique scholarly journal articles to inform your leadership perspective and decision making in practice.
6. Understand and define your “leadership signature – leadership identity” in relation to the community and cultural context of the educational or organizational setting.
7. Prepare a presentation that articulates your “leadership signature – leadership identity” and in relation to community and cultural context and a problem in practice.
8. Develop and prepare a written mini paper of *your* leadership story and *your* leadership action plan.

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

Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.

scholarly journal articles review & critique activity

case analysis application of theory(ies) in practice

presentation: “leadership signature – leadership identity” [Signature Assignment]

written mini-paper of *your* leadership story and *your* leadership action plan. [Signature Assignment]

summary statement: reflections and *your* leadership forward

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

30%	Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
15%	scholarly journal articles review & critique activity
15%	case analysis application of theory(ies) in practice
10%	presentation: “leadership signature – leadership identity” [Signature Assignment]
20%	written mini-paper of <i>your</i> leadership story and <i>your</i> leadership action plan. [Signature Assignment]
10%	summary statement: reflections and <i>your</i> leadership forward

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

Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th edition). Hoboken, NJ: Jossey-Bass.

Lynch, M. (2012). *A guide to effective school leadership theories* (1st edition). New York: Routledge.

Northouse, P.G., & Lee, M. (2021). *Leadership case studies in education* (3rd edition). Thousand Oaks, CA: SAGE.

10. Subsequent Courses:






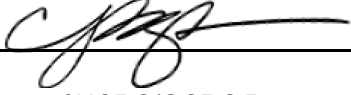
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 12:59 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023

 DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, Proquest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement☒ part of major program☐ elective**1. Course Description:**

This course will cover historical and current understandings of diversity, equity and inclusion matters in schools and organizational contexts that frame an understanding and application of knowledge, and insights to lead and co-lead organizational contexts with others.

2. Course Content:

Module 1: Establish knowledge of ethical leadership roles to promote student academic success and well-being.

Module 2: Develop knowledge using a multiparadigm approach to analyzing paradoxical dilemmas.

Module 3: Focus on equality and equity of identification of case dilemmas within the K-20 school setting context, and diverse cultures to forward scholarly informed practice.

Module 4: Develop knowledge of high-stakes ethical challenges to inform one's leadership roles for practice improvements.

Module 5: Analyze ethical leadership challenges on privacy rights and school safety. Build a network of critical friends as informed ethical practitioners.

Module 6: Analyze the impact of how technology might influence ethical challenges surrounding moral judgement and societal considerations.

Module 7: Develop knowledge of one's professional role for current updates of ethical standards that embrace diversity and cultural responsiveness.

Module 8: Develop research to practice product of interest which address an ethical dilemma, using scholarly driven literature and culturally responsive practices with multiple paradigms for proffering solutions for practice improvements.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

The SLOs:

1. Understand the paradigm of ethics as an educational leader.
2. Understand the range of ethical leadership dilemmas responding to case studies such as culturally responsive curriculum to supporting the ethical paradigm of justice, care, critique, and profession.
3. Examine equality versus equity and the complexity of educational leadership roles of future school leaders.
4. Examine accountability versus responsibility focused on ethical dilemmas focused on high stakes testing.
5. Analyze ethical leadership challenges on privacy rights and school safety.
6. Examine ethical leadership centered on technology versus respect and ethical discussions surrounding moral judgment that embrace diversity and cultural responsiveness.
7. Create a professional development plan of a problem to practice of an ethical dilemma of interest and refresh a current educational or high academic policy that aligns with scholarly research.

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

Research Papers, Critical Friend Review, Discussion Posts, PowerPoint Presentation, Policy Revision Draft, and Signature Research Paper.

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

Mini Research Papers 30%
Critical Friend Review 10%
Discussion Post 10%
PowerPoint Presentation 15%
Draft a Policy Revision 15%
Signature Research Paper 20%

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

Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

10. Subsequent Courses:



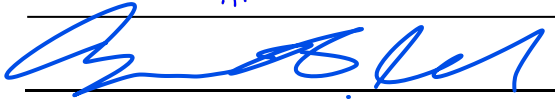

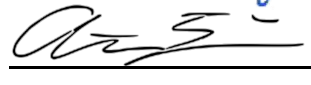
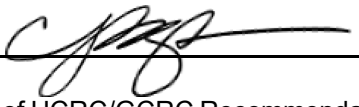
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.

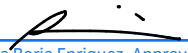
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 12:57 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement
☒ part of major program
☐ elective**1. Course Description:**

Engaging in and cultivating instructional leadership practices and actions at the school/district levels and other educational settings. Defining and executing visionary leadership practices with academic and community stakeholders. Building faculty capacity in efforts of growing leadership and instructional expertise.

2. Course Content:

Module 1: Leadership Journey – Establishing your “Why” as a School/District Leader or Academic Leader
Module 2: Articulation of Instructional and Visionary Leadership Concepts
Module 3: Logic Model for Instructional Leadership
Module 4: Visionary Leadership and Visioning Process
Module 5: Plan for Action, Assessment, and Impact
Module 6: Thought Leader, Cultural Context, Community and Practice
Module 7: Vision and Visioning Process Presentation
Module 8: Reflections and Leading Instructional and Visionary Practices Forward

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

6. Student Learning Objectives (SLO):

During the course and at the completion of the course, a student will be able to:

1. Describe one's leadership "why" as a school/district leader or academic leader.
2. Understand and be able to define instructional and visionary leadership in practice.
3. Articulate and delineate a logic model for instructional leadership.
4. Generate and outline a visioning process for a school/district or other academic context.
5. Create a plan of action, the assessment process and articulate the action impact, outcome.
6. Describe the cultural context and community that informs your leadership practice and actions.
7. Prepare a presentation that articulates a vision for a school/district or other academic context.
8. Explain one's reflections of leading instructional and visionary practices forward.

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

Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements; submission of logic model for instructional leadership; submission of visioning process outline for a school/district or academic context; written document: Plan of Action, Assessment Process, and Action Impact, Outcome [Signature Assignment]
presentation: Vision and Visioning Process for a School/District or Academic Context [Signature Assignment]; Summary statement: Reflection of Leading Instructional & Visionary Practices Forward

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

30%	Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
15%	submission of logic model for instructional leadership
15%	submission of visioning process outline for a school/district or academic context
20%	written document: Plan of Action, Assessment Process, and Action Impact, Outcome [Signature Assignment]
15%	presentation: Vision and Visioning Process for a School/District or Academic Context [Signature Assignment]
10%	Summary statement: Reflection of Leading Instructional & Visionary Practices Forward

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

Required Texts:

Dewitt, P. M. (2020). *Instructional leadership: Creating practice out of theory*. Thousand Oaks, CA: Corwin Press.

Mason, C. Y., Liabenow, P. W., & Patschke, M. D. (2020). *Visioning onward: A Guide for all schools*. Thousand Oaks, CA: Corwin Press.

10. Subsequent Courses:



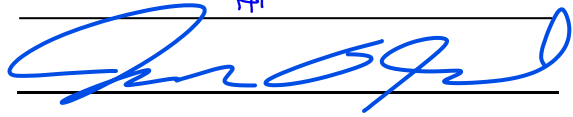

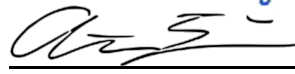

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:


UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


 Anita Borja Enriquez- Approved (May 30, 2023 12:55 GMT+10)
 SENIOR VICE PRESIDENT& PROVOST

May 30, 2023
 DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number: 

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College:

Course Number:



Course Title:

Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement

☒ part of major program

☐ elective

1. Course Description:

This course will cover an overview and orientation of quantitative research methods. It will introduce students to a variety of quantitative research designs (to include data collection and data analysis) applicable to address issues in educations and organizations. A focus will be on using research to address issues in practice.

2. Course Content:

Quantitative research methods, with focus on having students:

1. Report empirical research results to an academic audience.
2. Construct a research question with well-defined variables answerable using quantitative methods.
3. Evaluate the appropriateness of research topics and methods based on principles of research ethics.
4. Differentiate between deductive and inductive reasoning.
5. Operationalize variables and select valid and reliable instruments for their measurement.
6. Use statistical software to assist in the collection and analysis of quantitative data.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

During the course and at the completion of the course, a student will be able to:

1. Report empirical research results to an academic audience.
2. Construct a research question with well-defined variables answerable using quantitative methods.
3. Evaluate the appropriateness of research topics and methods based on principles of re-search ethics.
4. Differentiate between deductive and inductive reasoning.
5. Operationalize variables and select valid and reliable instruments for their measure-ment
6. Use statistical software to assist in the collection and analysis of quantitative data.

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

Attendance and Participation

Reading Quizzes

CITI Training

Enrichment Activities; Writing a quality research question; Selection of a research instrument; Developing a survey; Data analysis and reporting

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

Reading Quizzes 21pts (7 x 3pts each)

CITI Training 9pts

Enrichment Activities (70 pts total):Writing a quality research question(10) ; Selection of a research instrument (15); Developing a survey(15);Data analysis and reporting(30)

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

Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An Investigative Approach*. SAGE.

Luker, K. (2010). *Salsa dancing into the social sciences: Research in an age of info-glut*. Harvard University Press.

10. Subsequent Courses:







Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.

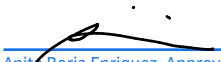
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		<u>11/3/2022</u>
Division Chair		<u>11/3/2022</u>
Chair, College AAC/CC		<u>11/4/2022</u>
Dean, of College		<u>11/4/2022</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:15 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023
DATE


Sharleen Santos-Bamba (May 30, 2023 11:02 GMT+10)
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College:

Course Number:

Course Title:

Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement

☒ part of major program

☐ elective

1. Course Description:

This course will develop your library research strategies to access scholarly articles of literature. The research emphasis will include

2. Course Content:

Course Topics by Weekly Module:

Module 1: Explore research strategies and focused terminology, access library resources and database(s) to access scholarly literature. Examination of scholarly literature review and similarities and distinctions of literature.

Module 2: Curate additional literature review of empirical research literature components.

Module 3: Utilize a literature review instrument to support multiple literature reviews to support literature review organizational skills.

Module 4: Develop research strategies for depth of additional resources of theoretical and/or conceptual framework of the problem of interest.

Module 5: Examine the extension of subtopics associated with the problem of practice.

Module 6: Curate a range of empirical research literature of essential components in an annotated bibliography.

Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer.

Module 8: Synthesize a range of scholarly literature to create a scholarly narrative of a problem in practice.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

The SLOs:

1. Examine potential research topics using library research strategies, resources, and databases.
2. Understand and build library research skills using academic terminology aligned with the topics of interest.
3. Understand the structure of the literature review process, organize information, and the examination of reference software.
4. Build a literature critique of scholarly literature from a range of scholarly articles.
5. Utilize the critical friend practice of exchange of academic writing.
6. Create a literature review supporting the narrative of a problem of practice.

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

Mini Research papers, critical Friend Feedback; Outline of Research Paper; Annotated Bibliographies; Discussion Postings; and Signature Research Paper.

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

Mini Research Papers 30%
Critical Friend Review 10%
Outline of Research Paper 10%
Annotated Bibliographies 20%
Discussion Postings 10%
Signature Research Paper- 20%

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

Bloomberg, L., & Volpe, M. (2015). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: Sage Publications.

Mertens, D. M. (2019). *Research and evaluation in education and psychology* (5th ed.). Thousand Oaks, CA: Sage Publishing Ltd.

Pan, L. M. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). New York: Routledge.

10. Subsequent Courses:






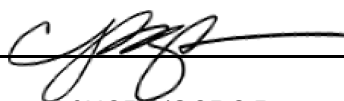
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:05 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023

DATE


Reviewed by: Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number:

Course Title: Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement
☒ part of major program
☐ elective

1. Course Description:

This course will cover an overview and orientation of qualitative research methods. It will introduce students to a variety of qualitative research method approaches and qualitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

2. Course Content:

Module 1:	Introduction and Overview of Qualitative Research
Module 2:	Understanding the Different Qualitative Methods
Module 3:	Review and critique qualitative research studies (Part 1)
Module 4:	Review and critique qualitative research studies (Part 2)
Module 5:	Designing your Qualitative Study (Part 1) – Approach
Module 6:	Designing your Qualitative Study (Part 2) – Data Collection and Analysis
Module 7:	Peer Review and Constructive Critique
Module 8:	Presentation of Design of Qualitative Research Study

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

6. Student Learning Objectives (SLO):

During the course and at the completion of the course, a student will be able to:

1. Understand and define “what is qualitative research”, and in relation to the educational context and stakeholders.
2. Describe and know the purpose of using qualitative methods and the different qualitative approaches/methods to conduct educational research.
3. Review and constructively critique qualitative research studies.
4. Articulate and understand the inherent ethical responsibility for doing qualitative research.
5. Express and justify a problem or issue in practice, and develop a clear research question(s) appropriate to investigate using a qualitative approach.
6. Write and present an initial qualitative research study that describes the research topic, problem in practice, research question(s), and outlines the qualitative research design.

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

Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
Application Activities: learning reflection of topics and issues in practice – application activities per weekly module related to Qualitative Research Methods
Review and critique qualitative research studies
Peer Review and Constructive Critique
Signature Activity: Design of Qualitative Research Study

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

30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
15% Application Activities: learning reflection of topics and issues in practice – application activities per weekly module related to Qualitative Research Methods
15% Review and critique qualitative research studies
20% Peer Review and Constructive Critique
20% Signature Activity: Design of Qualitative Research Study

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

Required Texts:

Glesne, C. (2014). *Becoming qualitative researchers: An introduction* (5th Edition). Pearson.

Merriam, S.B., & Tisdell, E. J. (2016) *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Optional:

Saldana, J. (2021). *The coding manual for qualitative researchers (Fourth Edition)*. Thousand Oaks, CA: SAGE

Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences (5th Edition)*. New York: Teachers College Press.

Vanover, C.F., Mihas, P.A. & Saldana, J. (2021). *Analyzing and interpreting qualitative research: After the interview*. Thousand Oaks, CA: SAGE.

10. Subsequent Courses:



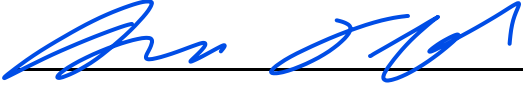
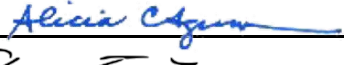
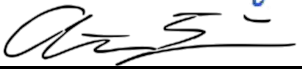

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


 Anita Borja Enriquez- Approved (May 30, 2023 13:05 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE


 Reviewed by: Sharleen Santos-Bamba (May 30, 2023 11:13 GMT+10)
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

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C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement☒ part of major program☐ elective**1. Course Description:**

This course will cover policy values and principles, theory, analysis, range of approaches to policy development, implementation, and evaluation while incorporating multiple stakeholder intentional discussions, review of current legislation and policy surrounding a problem of practice.

2. Course Content:

Module 1: Develop an understanding of precepts, principles, processes, practices, and problem-solving techniques in program evaluation.

Module 2: Examine the evaluability of a program vision, mission, goals, strategies, activities, and stakeholders.

Module 3: Application of appropriate analytical framework and use of software used in the evaluation process.

Module 4: Understand the interconnectedness among program resources, inputs, activities, outputs, outcomes, and impact in a logic model or theory of action for evaluation.

Module 5: Utilize multiple measures and improvement-focused approaches in selecting the appropriate data analysis framework.

Module 6: Apply qualitative and quantitative analysis methods and understand the issues associated with reliability and validity of data collection tools, particularly in a multicultural/multilingual context.

Module 7: Target evaluation results utilization through effective communication strategies of the findings to the relevant stakeholders.

Module 8: Examine the effectiveness, value, and cultural relevance of the evaluation process based on data-driven practices to support school and program improvement efforts.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

1. Understand the theoretical approaches to public policy making.
2. Draw connections from different types of public policies aligned with a problem of practice.
3. Understand the range of evidence-based practices data collection
4. Create a multi-tiered system support in policy development.
5. Create a policy advocacy proposal of a problem to practice grounded in multi-tiered system support.

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

Research Papers, Discussion Postings, Draft a Policy Outline, PowerPoint Presentation for Stakeholders; Data Collection Matrix; Literature Map, and Proposed Advocacy Policy Revision.

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

Mini Research Papers - 30%
Discussion Postings - 10%
Draft a Policy Outline - 10 %
PowerPoint Presentation for Stakeholders - 15%
Data Collection Matrix - 10%
Literature Map - 10 %
Advocacy Policy Revision Paper 20%

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

Folwer, F. (2012). *Policy studies for educational leaders* (4th ed.). Upper Saddle River, NJ: Pearson Education.

Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

10. Subsequent Courses:







Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		<u>11/3/2022</u>
Division Chair		<u>11/3/2022</u>
Chair, College AAC/CC		<u>11/4/2022</u>
Dean, of College		<u>11/4/2022</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 12:53 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement
☒ part of major program
☐ elective**1. Course Description:**

This course will cover an overview and orientation of research design methods. It will introduce students to a variety of qualitative & quantitative research method approaches and research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

2. Course Content:

Module 1:	Introduction and Overview of Research Design
Module 2:	Review and critique research studies
Module 3:	Research Problem Statement and Research Purpose Statement
Module 4:	Research Question(s) and Methodological Approach
Module 5:	Conceptual Frameworks
Module 6:	Research Design Proposal (Part 1)
Module 7:	Research Design Proposal (Part 2)
Module 8:	Constructive Critiques

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

6. Student Learning Objectives (SLO):

1. Review and critique educational research studies that employed qualitative and/or quantitative methods.
2. Describe and articulate a clear and coherent research problem statement.
3. Justify and articulate a clear and coherent research purpose statement.
4. Generate and articulate a clear and coherent research question(s).
5. Explain and articulate a methodological approach best to answer the research question(s).
6. Write a draft research design proposal and provide justification for the research method to support addressing the research question(s).
7. Constructively critique one's research design proposal and that of peers' on the soundness of the research design.

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

Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.

Application Activities: Conceptual Framework & Research Design

Review and critique research studies

Peer Review and Constructive Critique

Signature Activity: Research Design Proposal

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

30%	Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
15%	Application Activities: Conceptual Framework & Research Design
15%	Review and critique research studies
20%	Peer Review and Constructive Critique
20%	Signature Activity: Research Design Proposal

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

Required Texts:

Burkholder, G.J., Cox, K.A., Crawford, L. M., Hitchcock, J. (2019) *Design and methods: An applied guide for the scholar-practitioner*. Thousand Oaks, CA: SAGE.

Creswell, J. W., & Creswell, D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th Edition)*. Thousand Oaks, CA: SAGE.

Ravitch, S. M., & Riggan, M. (2017). *Reason & rigor: How conceptual frameworks guide research (2nd Edition)*. Thousand Oaks, SAGE.

Optional:

Girden, E. R., & Kabacoff, R. I. (2011). *Evaluating research articles from start to finish*. Thousand Oaks, CA: SAGE.

Kara, H. (2022). *Qualitative research for quantitative researchers*. Thousand Oaks, CA: SAGE.

10. Subsequent Courses:




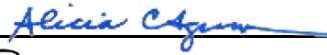
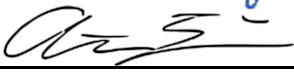

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.

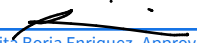
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		<u>11/3/2022</u>
Division Chair		<u>11/3/2022</u>
Chair, College AAC/CC		<u>11/4/2022</u>
Dean, of College	 <i>Alicia C. Aguirre</i>	<u>11/4/2022</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:14 GMT+10)
SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

 DATE


 Reviewed by: Sharleen Santos-Bamba (May 30, 2023 11:03 GMT+10)
Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

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C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement☒ part of major program☐ elective**1. Course Description:**

This course will include knowledge building on financial resources and building instructional capacity with the application to the practice of the development and care of financial matters. A range of will include attention to best practices of resources allocation for student learning based on evaluating revenue resources; developing and validating proposed school budget; and leadership skills for best practices of school operations.

2. Course Content:

Module 1: Examine the models in the new learning ecosystem.

Module 2: Examine school site budget and management of federal aid and local revenues.

Module 3: Develop knowledge of the range of costs of personnel in the school building and school system using student performance to drive financial priorities.

Module 4: Develop knowledge of the cost at the federal and local levels to improve school setting cost for all IDEA special education mandates.

Module 5: Analysis based on school setting student performance of the value of virtual instruction, face to face instruction to support curriculum goals and assessment for responsive leadership best-practices.

Module 6: Develop knowledge of fiscal management plans driven to support learner-centered instruction during a crisis using substitution, augmentation, modification, redefinition (SAMR) Model.

Module 7: Analyze funding resources for accountability, fiscal control, and audits.

Module 8: Develop a financial plan of care for a school setting and implications that correlate with interrelationships between district and school budgets.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

The SLOs:

1. Build knowledge of school ecosystem costs based on student performance, IDEA Special Education mandates for financial management priorities.
2. Understand the financial models, budget and management, and federal aid and local revenues.
3. Develop a fiscal management plan that is student-centered for responsive leadership.
4. Analyze funding resources for your school setting and the interrelationships of school districts and accountability.

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

Mini Papers, Discussion Post, Critical Friend Review, PowerPoint Presentation for Faculty; and Signature Paper

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

Mini Papers - 40%
Discussion Posts 10%
Critical Friend - 5%
PowerPoint Presentation for Faculty 15%
Signature Paper - 30%

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

Course Material(s):

Butler, T. (2021). *School Leadership: Learner-centered leadership in times of crisis*. Coppel, TX: Butler Leadership Consulting.

Coffin S.V., & Cooper, B.S. (2018). *District financial leadership today*. Maryland: The Rowman & Littlefield Publishing Group, Inc.

Mazurkiewics, G., & Fischer, J.M. (2021). *The power of responsive educational leadership: Building schools for global challenges*. New York, NY: Routledge Taylor & Francis Group.

10. Subsequent Courses:






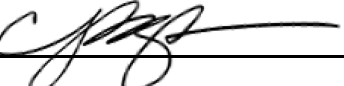
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.

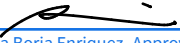
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College	 Alicia C. Aguiar	11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 12:54 GMT+10)
SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title: Strategic Planning & Leadership

2. Course Number: ED 7009

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours: 3

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: SP 2025 Length of Instruction (Weeks): 8

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College:

Course Number:

Course Title:

Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement

☒ part of major program

☐ elective

1. Course Description:

Strategic planning process, assessment and analysis of data and issues in schools/district contexts and academic settings that lead to creation of strategies for goal attainment and achievement of educational outcomes.

2. Course Content:

Module 1:	Introduction and Overview: Strategy, Strategic Planning
Module 2:	Best Practices, Guiding Principles
Module 3:	Goals, Priorities, Strategic Focus
Module 4:	Tools for Strategic Planning: Assessments, Rubrics, Templates
Module 5:	Vision of a Graduate – Possibilities and Realities
Module 6:	Collective Work: Shared Leadership, Distributive Leadership, Stakeholder Collaboration
Module 7:	Strategic Plan: Does it work? Evidence-based outcomes
Module 8:	Research to Practice: Building Capacity & Continuous Improvement

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting your written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

6. Student Learning Objectives (SLO):

During the course and at the completion of the course, a student will be able to:

1. Understand and define “strategy” and “strategic planning” for continuous improvement, and in relation to the educational context and school community and stakeholders.
2. Identify and analyze issues in practice in relation to goal setting and priorities, and articulation of key strategies to transform teaching and learning.
3. Apply best practices, research, and data evidence to build a strategy plan to improve teaching and learning, respective to the educational context and stakeholders.
4. Understand and communicate one’s leadership role regarding strategic leadership to lead learning and advance improvements in educational practice, and in collaboration with diverse stakeholders.

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

Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.

Application Activities: learning reflection of topics and issues in practice – application activities per weekly module

Portrait, Vision of a Graduate activity

Strategy Map – Backward Mapping

Signature Activity: Strategic Plan, Focused Strategies

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

30%	Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
15%	Application Activities: learning reflection of topics and issues in practice – application activities per weekly module
15%	Portrait, Vision of a Graduate
20%	Strategy Map – Backward Mapping
20%	Signature Activity: Strategic Plan, Focused Strategies

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

Required Texts:

Stevenson, I., & Weiner, J. M. (2021). *The strategy playbook for educational leaders: principles and processes*. New York: Routledge.

Westover, J. (2020). *Districts on the move: Leading a coherent system of continuous improvement*. Thousand Oaks, CA: Corwin.

10. Subsequent Courses:



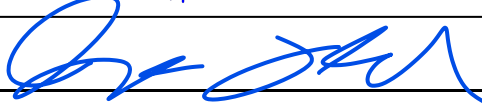
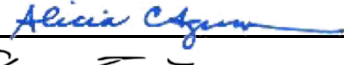
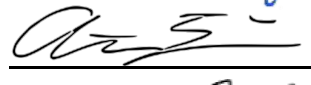

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.

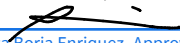
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 12:53 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE


 Reviewed by: Sharleen Santos-Bamba (May 30, 2023 11:29 GMT+10)
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement☒ part of major program☐ elective**1. Course Description:**

In this advanced qualitative methods course, students will be able to further develop qualitative research knowledge and skills pertinent to developing the research design and planning for doing data collection and analysis.

Prerequisite: Qualitative Research Methodology

2. Course Content:

Advanced qualitative research methods, with focus on having students:

1. Use multiple sources of data to triangulate and create a more comprehensive understanding of a researched phenomenon
2. Design, conduct, and transcribe a qualitative research interview.
3. Locate archival resources related to a research topic of interest.
4. Code qualitative research data (e.g., interview transcripts, archival sources) to organize and interpret them.
5. Employ theory to formulate a lens for analyzing research data.
6. Report empirical research results to an academic audience.
7. Evaluate the appropriateness of research topics and methods based on principles of research ethics.
8. Justify the selection of research methods by situating them within a methodological framework.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

During the course and at the completion of the course, a student will be able to:

1. Use multiple sources of data to triangulate and create a more comprehensive understanding of a researched phenomenon
2. Design, conduct, and transcribe a qualitative research interview.
3. Locate archival resources related to a research topic of interest.
4. Code qualitative research data (e.g., interview transcripts, archival sources) to organize and interpret them.
5. Employ theory to formulate a lens for analyzing research data.
6. Report empirical research results to an academic audience.
7. Evaluate the appropriateness of research topics and methods based on principles of research ethics.
8. Justify the selection of research methods by situating them within a methodological framework.

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

Discussions

Research Project:

Part 1: Theory and Methods

Part 2: Research Participants and Interview Questions

Part 3: Transcript, Coding, and Analysis

Part 4: Results

Enrichment Activities:

Labels, Meaning, and Triangulation Connection, Image, and Dilemma Ethical Paradox

(The particular subjects of the enrichment activities may be subject to change, depending on the needs of the class.)

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

Discussions (20)

Research Project (50):

Part 1: Theory and Methods

Part 2: Research Participants and Interview Questions

Part 3: Transcript, Coding, and Analysis

Part 4: Results

Enrichment Activities (30):

Labels, Meaning, and Triangulation Connection, Image, and Dilemma Ethical Paradox

(The particular subjects of the enrichment activities may be subject to change, depending on the needs of the class.)

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

Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. SAGE.

Koro-Ljungberg, M. (2015). *Reconceptualizing qualitative research: Methodologies without methodology*. SAGE.

10. Subsequent Courses:



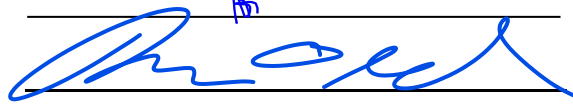



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:16 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023

DATE

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

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C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement☒ part of major program☐ elective**1. Course Description:**

In this advanced quantitative methods course, students will be able to further develop quantitative research knowledge and skills pertinent to developing the research design and planning for data collection and analysis.

2. Course Content:

Module 1: Analysis of the use of variables, methodological conventions of quantitative data collection, target population, variables, and results of a topic of interest.

Module 2: Analysis of the use of quantitative software to analyze a secondhand dataset of an experimental research design; distinguishing the designs and advantages of the use of true experiments and quasi-experiments. Explore the use of quantitative software.

Module 3: Analysis of the use of quasi-experimental design and use of quantitative software to analyze secondhand data set and distinguish the designs and advantages of the use of independent measures, repeated measures, and matched pairs.

Module 4: Analysis of the use of non-experimental research designs and distinguish the designs and advantages of the use of cross-sectional research, correlational research, and observational research. Research will include literature to support maximized control or decrease of human error.

Module 5: Analyze the use of experimental research designs, quasi-experimental research designs, and non-experimental designs of how to decrease experimental error and threats to validity aligned with current research to support maximized control or decrease of human error.

Module 6: Select a quantitative research design based on a problem of practice research scholarly literature review aligned with the problem of practice, use evidence from secondhand archival data.

Module 7: Critique of published measurement instruments in interest with resources explaining validity and reliability in preparation for a proposed or fictitious research proposal for one's future dissertation. Using quantitative software using secondhand data set to execute findings based on the data collection aligned with APA 7 writeup guidelines.

Module 8: Create a research fictitious quantitative proposal of the statement problem, purpose of research, research questions, type of research design, sample population; data collection strategies, considerations, limitations of the study, and ethical considerations for dissertation proposal.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

1. Evaluate quantitative research designs focused on quantitative instruments, data assumptions, variable operationalizations, validity and reliability, and inferential designs.
2. Research quantitative methods: the research question(s), hypothesis, data collection parameters, and feasibility associated with quantitative design of a problem of practice in the educational setting.
3. Analyze quantitative methodology conventions aligned with the problem of practice used in the educational setting. The application of quantitative design of significant and non-significant effects, relationship, differences, and conclusions of quantitative design.
4. Analyze quantitative non-experimental methodological conventions that aligned with the problem of practice used in the educational setting.
5. Synthesize strategies aligned with a research proposal to be used within the quantitative research paradigm.
6. Apply statistical software for quantitative data collection and analysis for quantitative research study designs (ie., experimental designs, non-experimental designs).

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

Mini Analysis Papers, SPSS Practice Worksheet, Discussion Posts, Critique of Critique Template of a Measurement Instrument, Research Proposal Outline, and Quantitative Proposal Paper

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

Mini Analysis Papers -25%
SPSS Practice = 15%
Discussion Posts 10%
Critique Template of a Measurement Instrument - 10%
Research Proposal Outline -10
Quantitative Proposal Paper - 30

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

Course Material(s):

Balnaves, M., & Caputi, T. (2001). *Introduction to quantitative research methods: An investigative approach*. Thousand Oaks, CA: SAGE.
Luker, K. (2010). *Salsa dancing into the social sciences*. Harvard University Press.
Mertens, D. (2019). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage Publications.

10. Subsequent Courses:






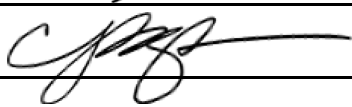
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:13 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023

 DATE


 Reviewed by: Sharleen Santos-Bamba (May 30, 2023 11:05 GMT+10)
Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number: 

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College:

Course Number: 

Course Title:

Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement

☒ part of major program

☐ elective

1. Course Description:

Building on the Scholarly Literature Review course, this course will further strengthen scholarly literature organizational skills of research themes, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practice based on problems framed to building academic writing as the foundation to support future dissertation research and academic writing.

2. Course Content:

Module 1: Revision of a previous research paper of self-reflection of writing skills.
Module 2: Examine an extension of subtopics associated with the problem of practice.
Curate additional literature review of empirical research literature components using Stern's Matrix to an existing literature review of three additional scholarly articles.
Module 3: Demonstrate multiple literature reviews of three additional scholarly articles multi-task a minimum of 10 scholarly articles (previous research papers) to support multiple literature reviews to support literature review utilizing discovery task assemble to collect and analyze the patterns to strength literature organizational skills.
Module 4: Demonstrate multiple literature reviews that contribute to building advocacy argument.
Module 5: Interpret and analyze research of the defined topic, loping tools of argumentation, critique of literature, and review writeups.
Module 6: Draft an alpha numeric outline of the components of using advanced literature review skills.
Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer of a draft research proposal.
Module 8: Draft Research Proposal of an educational topic of choice of the reason to support future research, the scope and sequence that respond to the educational landscape.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

1. Utilize research strategies to clarify research topics that align with scholarly research or evidence-based research articles.
2. Understand the supporting structure of literature mapping to narrow research idea(s).
3. Develop and practice the tools of argumentation.
4. Understand the argument practice as a discovery task assembly of literature.
5. Construct an analysis of research arguments and case of analysis and evaluation.

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

Mini Papers. Literature Mapping, Discussion Posts, Alpha Numeric Outline, Draft Research Paper, Change Matrix, Critical Friend Review, and Signature Paper

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

Mini Papers - 20%
Literature Mapping - 10%
Discussion Posts - 10%
Alpha Numeric Outline 10%
Draft Research Paper - 10%
Change Matrix - 5%
Critical Friend Review 5%
Signature Paper - 30%

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

Machi, L.A., & McEvoy, B.T. (2022). *The literature review: Six steps to success* (4th ed.). Thousand Oaks, CA: Corwin.
Pan, L. M. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). New York: Routledge.

10. Subsequent Courses:



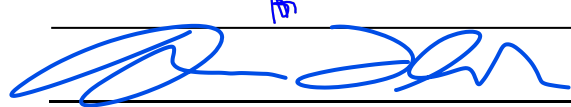



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:16 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023

DATE

Reviewed by: 
Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE1. Title: 2. Course Number: 3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G5. Credit Hours: 6. Is this course cross-listed with another department? ☐ Yes ☒ NoIf Yes, list the cross-listed catalog number(s): 7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement
☒ part of major program
☐ elective**1. Course Description:**

This course covers the foundational concepts of evaluation and incorporates the principles of program evaluation and classroom assessment. As instructional leaders, the knowledge to practice of how evaluation data at the micro level is essential to the overall assessment of school or district level programs at the macro level. Concepts such as formative and summative evaluation; norm-referenced and criterion-reference assessment; and quantitative and qualitative data and its evidence to drive school improvement efforts. This course will include field activity practices.

2. Course Content:

Module 1: Develop an understanding of precepts, principles, processes, practices, and problem-solving techniques in program evaluation.
Module 2: Examine the evaluability of a program vision, mission, goals, strategies, activities, and stakeholders.
Module 3: Application of appropriate analytical framework and use of software used in the evaluation process.
Module 4: Understand the interconnectedness among program resources, inputs, activities, outputs, outcomes, and impact in a logic model or theory of action for evaluation.
Module 5: Utilize multiple measures and improvement-focused approaches in selecting the appropriate data analysis framework.
Module 6: Apply qualitative and quantitative analysis methods and understand the issues associated with reliability and validity of data collection tools, particularly in a multicultural/multilingual context.
Module 7: Target evaluation results utilization through effective communication strategies of the findings to the relevant stakeholders.
Module 8: Examine the effectiveness, value, and cultural relevance of the evaluation process based on data-driven practices to support school and program improvement efforts.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

1. Apply appropriate strategies for formative and summative evaluation.
2. Utilize both norm-reference and criterion-referenced tests for evaluating student growth and performance.
3. Develop teacher made assessment tools and rating scales for evaluating student growth.
4. Interpret various test scores used in both NRTs and CRT assessments.
5. Select or develop adequate tools for effective evaluation.
6. Understand issues associated with reliability and validity for all assessment tools, particularly in multicultural/multilingual context.
7. Understand the ethics of assessment procedures used to evaluate students in classrooms.

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

Program Evaluation Plan Paper, Data Collection Field Work, Discussion Paper, Analytical Framework Paper, Logic Model Paper, Evaluation Design Research Paper, Description of Evaluation of Data

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

Program Evaluation Plan Paper - 10%
Data Collection Field Work - 10%
Discussion Paper - 10%
Analytical Framework Paper - 10%
Logic Model Paper - 10%
Evaluation Design Research Paper - 10%
Description of Evaluation of Data Paper - 10%
Data Visualization Paper - 10%
Signature Assignment, Defend a Program PowerPoint and Research Paper - 20%

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

Bernhardt, V.L. (2013). *Data analysis for continuous school improvement* (3rd ed.). New York, NY. Routledge Taylor & Francis Group.
Forum Guide to Data Visualization (2017). National Forum on Education Statistics, U.S. Department of Education. Washington, D.C.
Goodwin, B., Cameron, G, & Hein, H. (2017). *Balanced leadership for powerful learning* (3rd ed.). Washington, DC: McREL.
Pasavac, E. & Carey, R. (2010). *Program evaluation: Methods and case studies* (8th ed.). New York, NY: Routledge Taylor & Francis Group.

10. Subsequent Courses:







Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College	 Alicia C. Aguirre	11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 12:54 GMT+10)
SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College:

Course Number:

Course Title:

Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement

☒ part of major program

☐ elective

1. Course Description:

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7016 Dissertation Research Beginnings (3 credits)

Focus: IRB Process and Data Collection

2. Course Content:

ED-DR 7016 Dissertation Research Beginnings

Focus: IRB Process and Data Collection

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

During the courses and at the completion of the courses, a student will be able to:

1. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document, the dissertation, appropriate for publication and presentation related to the area of research focus.

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

For this course: IRB submission and begin data collection upon IRB approval.
Assessment: Dissertation Rubric for Writing and Research Progress

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

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress

Graded as:

- S: Satisfactory
- IP: in progress/continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete

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

Required Text:

Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Dissertation Style Guide Template – forthcoming

10. Subsequent Courses:

Subsequent courses are the required EdD Dissertation Series Courses:



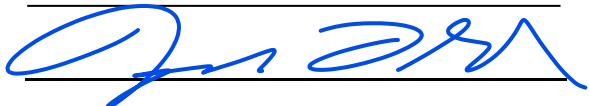

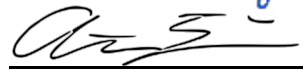

ED-DR 7017 Dissertation Research Advance
ED-DR 7018 Dissertation Research Final

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		<u>11/3/2022</u>
Division Chair		<u>11/3/2022</u>
Chair, College AAC/CC		<u>11/4/2022</u>
Dean, of College		<u>11/4/2022</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:06 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023

DATE

Reviewed by: 
Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement☒ part of major program☐ elective**1. Course Description:**

Doctoral Students must enroll in 3 credits of candidacy advancement to work on the advancement to candidacy examination. The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation. Advancement to candidacy allows students to begin the dissertation proposal process.

2. Course Content:

The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation.

Advancement to candidacy allows a doctoral student to begin the dissertation proposal process.

The written and oral examination will be prepared by the student's chairperson with input from the dissertation committee members.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

During this course and at the completion of the course candidacy examination, a doctoral student will be able to:

1. Articulate in writing and oral presentation a comprehensive and detailed response to all examination questions that demonstrate mastery understanding of the EdD Program Learning Outcomes 1-7.

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

Written and Oral Examination

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

The Written Examination will be assessed following the Signature Rubric. The Oral examination follows a rubric.

Candidacy is a Pass (P) or No Pass (NP) grade.

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

Required Text:

Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Candidacy Examination Style Guide Template & Instructions for Written & Oral Examination – forthcoming.

10. Subsequent Courses:







Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:


UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		<u>11/3/2022</u>
Division Chair		<u>11/3/2022</u>
Chair, College AAC/CC		<u>11/4/2022</u>
Dean, of College		<u>11/4/2022</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:08 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023
DATE


 Reviewed by: Sharleen Santos-Bamba (May 30, 2023 11:07 GMT+10)
Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title: Leadership and Learning for the Western Pacific Region and Global Arena

2. Course Number: ED 7013

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours: 3

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: SP 2026 Length of Instruction (Weeks): 8

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: **School of Education (SOE)**Course Number: **ED 7013**Course Title: **Leadership and Learning for the Western Pacific Region and
Global Arena**Credit Hours: **3**Date of Final Approval: Course counts as: ☐ general education requirement☒ part of **EdD (SOE)**

major program

☐ elective**1. Course Description:**

This course will expand on understanding leadership concepts and frameworks for engaging in whole system learning and application of leading with people to improve processes and practices. A foundation of leading and learning will be nested in a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills. Course discourse will unite perspectives of societal and cultural customs/manners of leading and collaborating with stakeholders, and as a way of doing and engaging in leadership actions via one's leadership identity and co-leadership with others. Additionally, the course will have students analyze, critique and plan for one's leadership role and service leadership role that connects and transforms learning communities in educational and organizational contexts.

2. Course Content:

Module 1: Identification of a problem of practice to be aligned with research-based leadership practices.

Module 2: Problem of practice, scholarship, and a range of types of stakeholder surveys, student data, and faculty.

Module 3: Synthesize a range of scholarships of literature aligned with the problem of practice, leadership framework, stakeholder or student data that informs a problem, and findings/results.

Module 4: Create a draft proposal inclusive of evidence-based practice similar data, instruments, research methodology, findings/results, and recommendations for future research.

Module 5: Research applicable data that demonstrates the problem of practice, policies, and research-based practices aligned with similar research of problem.

Module 6: Demonstrate cohort engagement in critical and advocate feedback in review of a proposed forum presentation.

Module 7: Create a synthesis of research-based literature of similar, data demonstrating problem in practice, existing policy, proposed solutions, and evaluation as proffering in a visual platform.

Module 8: Create research to practice product addressing educational dilemma aligned with a leadership theory, problem to data-driven, framed in literature research, differentiating cultural responsiveness, solution offerings, and stakeholder supportive strategies. A cohort created project in a forum setting to demonstrate inclusive, collaborative, and cultural engagement.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle to further engage learning engagement using weekly discussion, instructor feedback; critical friend discussion with peers for paper and topic discussion; change matrix feedback; discussion postings; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

1. Define an organizational leadership problem and situate it in a school or academic context.
2. Use research-based evidence and data to support the identification of the problem in practice.
3. Engage in reflective practice with cohort to create a proposed action plan, grounded in research and data, for solutions to the problem in practice.
4. Assess, survey and communicate with multiple diverse stakeholders to be informed of community viewpoints about the problem.
5. Express ideas and facts on proffering solutions to an issue in practice demonstrated in scholarly writing and through oral, visual presentation formats.

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

Literature Review; Critical Review Feedback, Discussion Posts, Proposal for a Community Forum Paper, Conference Paper Outline, Change Matrix Feedback, Conference PowerPoint Presentation, Conference Paper Submission.

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

Literature Review 15%
Critical Review Feedback 5%
Discussion Posts 5%
Proposal for a Community Forum 10%
Paper Outline 10%
Change Matrix 5%
PowerPoint Presentation - 20%
Signature, Conference Paper - 30% [Signature Assignment]

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

This course will have students review and read scholarly journal articles as the primary source of literature for the course. A compendium of scholarly articles will inform the learning conversations stemming from the articles' empirical scholarship information about examples and cases of leadership, decision-making, cultural context and community lens.

Students will be required to access articles from the following peer-reviewed academic journals:

- Micronesian Educator Journal (SOE, UOG) at: <https://www.uog.edu/schools-and-colleges/school-of-education/micronesian-educator/>
- Pacific Asia Inquiry at: <https://www.uog.edu/schools-and-colleges/college-of-liberal-arts-and-social-sciences/pacific-asia-inquiry/>
- International Education Journal: Comparative Perspectives at: [International Education Journal: Comparative Perspectives \(sydney.edu.au\)](https://www.tandfonline.com/journals/tedl20)
- Journal of Leadership Education, at: <https://journalofleadershiped.org/authors/>
- International Journal of Leadership in Education, at: <https://www.tandfonline.com/journals/tedl20>

10. Subsequent Courses:






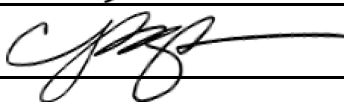
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 12:52 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

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C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College: Course Number: Course Title: Credit Hours: Date of Final Approval: Course counts as: ☐ general education requirement
☒ part of major program
☐ elective**1. Course Description:**

Dissertation courses: The dissertation process is the culminating sequence of courses that focus on the doctoral student's research work from proposal development to final defense of the dissertation manuscript. This course is the proposal development course.

Required: A student must have passed the candidacy advancement examination and be designated as a doctoral candidate to enroll in this course.

2. Course Content:**Course Focus: Dissertation Proposal (12 weeks)**

- Part 1 Seven-Week Focus: Development of the proposal chapters 1 and 2. Specifically describing (1) the research focus and research question(s), and Problem of Practice in the educational or organizational context; and (2) to begin the Literature review and to denote the theoretical/conceptual framework for the dissertation.
- Part 2 Five-Week Focus: Continuation of the Literature Review and development of the research design (methods, data sources, data collection steps, analysis), proposal chapter 3.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

1. Describe the research focus for the dissertation study.
2. Discern and explain the problem in practice the research intends to address.
3. Analyze and summarize the literature that frames the dissertation topic.
4. Justify the significance of the research and describe the cultural context.
5. Articulate and justify the research question and methods.
6. Explain the theoretical framework for the dissertation.
7. Describe the research design, to include the context (organizational and cultural components)
8. Prepare a written draft of the proposal chapters 1, 2, 3. Describe a doable and realistic timeline to dissertation completion with attention to participation in writing support activities via the mentoring model.

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

Dissertation Rubric for Writing and Research Progress

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

Course Evaluation:

20% - weekly learning community meetings and bi-weekly synchronous meeting with chairperson/advisor to share ideas on the development of the research proposal.

25% - preparation and deliver a draft chapter 1

25% - preparation and deliver a draft chapter 2

25% - preparation and deliver a draft chapter 3

5% - presentation of the dissertation proposal chapters 1, 2, 3, to the dissertation committee.

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

Required Texts: | here is a list of text choices to use. The faculty should have students use one current text on dissertation writing and the most current edition of the APA manual (APA 7th edition currently)].

Required Dissertation Writing Text:

Roberts, C., & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (Third Edition - Revised Edition). Thousand Oaks, CA: Corwin Press.

Terrell, S. R. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. New York: The Guilford Press.

Required Text:

Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Dissertation Style Guide Template – forthcoming

10. Subsequent Courses:



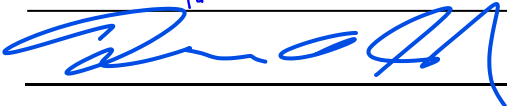



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023


(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:07 GMT+10)
SENIOR VICE PRESIDENT& PROVOST

May 30, 2023

DATE


 Reviewed by: Sharleen Santos-Bamba (May 30, 2023 11:08 GMT+10)
Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum

☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?

☒ All Years

☐ Even Years

☐ Odd Years

☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog #

Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College:

Course Number:

Course Title:

Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement

☒ part of major program

☐ elective

1. Course Description:

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7017 Dissertation Research Advance (3 credits)

Focus: further data collection and engage in data analysis

2. Course Content:

ED-DR 7017 Dissertation Research Advance

Focus: further data collection and engage in data analysis

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

During the courses and at the completion of the courses, a student will be able to:

1. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document, the dissertation, appropriate for publication and presentation related to the area of research focus.

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

For this course: further data collection and engage in data analysis
Assessment: Dissertation Rubric for Writing and Research Progress

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

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress

Graded as:

- S: Satisfactory
- IP: in progress/continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete

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

Required Text:

Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Dissertation Style Guide Template – forthcoming

10. Subsequent Courses:







Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.

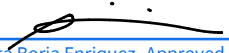
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:


UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


 Anita Borja Enriquez- Approved (May 30, 2023 12:50 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023
 DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

REQUEST FOR NEW COURSE

1. Title:

2. Course Number:

3. Course Type: ☒ Addition to the Curriculum
☐ Special Offering (Workshop, seminar, special topic, 94 series, etc.)

4. Level of Instruction: ☐ Undergraduate ☒ Graduate ☐ 400/500 ☐ 400/G

5. Credit Hours:

6. Is this course cross-listed with another department? ☐ Yes ☒ No

If Yes, list the cross-listed catalog number(s):

7. What session(s) will the course be offered? ☒ Fall ☒ Spring ☒ Summer ☐ Intersession

8. What will be the yearly cycle for this course?
☒ All Years ☐ Even Years ☐ Odd Years ☐ One (1) Term Only

9. First term and year for this course: Length of Instruction (Weeks):

10. Prerequisites:

A. Instructor / Advisor consent required? ☐ Yes ☒ No

B. Prerequisites Catalog # Prerequisite Course Title

C. Additional Prerequisites:

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications. ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE

This course is a required course in the EdD program of study.

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

The cohort model projection is a class size of 23-25 students. The program of study is an online program. Students will be admitted into the program as a cohort.

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

There are three full-time faculty identified to support the proposed EdD in Instructional and Academic and Leadership program.

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

N/A

NEW COURSE OUTLINE FORM

College:

Course Number:

Course Title:

Credit Hours:

Date of Final Approval:

Course counts as: ☐ general education requirement

☒ part of major program

☐ elective

1. Course Description:

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7018 Dissertation Research Final (3 credits)

Focus: Manuscript completion and dissertation defense.

2. Course Content:

ED-DR 7018 Dissertation Research Final

Focus: Manuscript completion and dissertation defense.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and Background Required or Expected:

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Teaching Methodologies:

The online platform includes using UOG Moodle; and learning activities as embedded in the course UOG Moodle shell.

6. Student Learning Objectives (SLO):

During the courses and at the completion of the courses, a student will be able to:

1. Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document, the dissertation, appropriate for publication and presentation related to the area of research focus.

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

For this course: Manuscript completion and dissertation defense.

Assessment: Dissertation Rubric for Writing and Research Progress and Final Defense Criteria

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

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress and Final Defense Criteria

Graded as:

- P: Pass/Satisfactory Completion of Dissertation
- IP: in progress/ continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete
- R: Retake
 - For students who did not pass the written and/or oral defense.

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

Required Text:

Research Writing APA Style guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Dissertation Style Guide Template – forthcoming

10. Subsequent Courses:



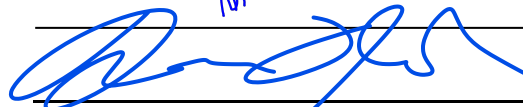



None. This is the final course for completion of EdD Program of Study.

11. Additional Course Descriptors, if any:

Students will also have the opportunity to participate in speaker series sessions as part of the program of study. Speaker series sessions are planned for professional enhancement with presentations and conversations related to island community issues and trends, application to practice for problem-solving, and as opportunities for student networking with other professionals from academia and public service leaders.


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

APPROVAL RECOMMENDED BY:


UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		11/3/2022
Division Chair		11/3/2022
Chair, College AAC/CC		11/4/2022
Dean, of College		11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:13 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023
 DATE

Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

Appendix 15

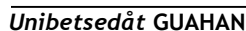
Request for New Courses Online (Forms)

**Proposed: Doctor of Education in Instructional and Academic
Leadership**

(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan



9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
APPROVAL RECOMMENDED BY:

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 13:01 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE _____



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE OUTLINE FORM

Course Number: ED 7000

College: Education

Course Title: Introduction Seminar for the EdD

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement
_____ elective

1. Catalog Description:

This is a required first course that will cover an overview/orientation of the EdD program of study, requirements and sequencing of events or degree milestones. The candidacy requirement, mentoring component, and speaker series will be discussed; and to include an overview of learning supports and resources. Further, students will explore an initial research topic and connection to the cultural context and one's leadership identity.

2. Course Content:

This seminar course serves as the gateway course for the EdD program. Students, as part of a cohort learning community, will take this introduction/orientation to the EdD Program of Study. Key program information will be discussed, and communication and writing activities are part of this course to develop a doctoral culture of understanding and applying research to practice.

Course Topics by Weekly Module (or Unit)

Module 1: About the EdD and Introducing our Cohort learning community & Speaker Series

Module 2: Mentoring activity and cohort writing group

Module 3: The 3 R's: Research, Resources and References

Module 4: Research Focus/Topic

Module 5: Cultural Context, Connection to Practice and Community

Module 6: Leadership Identity and Focus

Module 7: Research Presentations

Module 8: Mapping your EdD journey ahead

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Understand the requirements for the EdD program of study.
2. Describe an initial research focus/topic of interest.
3. Explain the cultural context of leadership practice.
4. Express one's leadership identity and focus.
5. Establish and Participate in a cohort writing group.

6. Course Presentation/Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting a written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Methods of Evaluation (How are students graded?)

- 5% participate in the two synchronous (or onsite option) class sessions and speaker series session.
- 20% weekly learning community online communication posts per the cohort writing group activities.
- 25% submission of research diagram and written document on initial research focus/topic of interest.
- 25% written document describing the cultural context of the leadership practice.
- 25% written document describing one's leadership identity and focus.

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources (Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

Instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

REQUIRED READING MATERIAL:

- 1) This course will have students review and read the EdD information packet.
- 2) Students will be required to access articles from peer-reviewed academic journals using the UOG RFK Library System.

Optional Texts to Consult: TBA

Supplemental:


Additional learning information and resources (i.e., posted by instructor) per weekly module.

Required Writing APA Style Guide

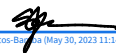
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 <u>Anita Borja Enriquez- Approved (May 30, 2023 13:01 GMT+10)</u> Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
--	---	-----------------------------

Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 15, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003a ED7000 Introduction Seminar for the EdD.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003a of your application for online delivery approval of course, ED7000 Introduction Seminar for the EdD. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.






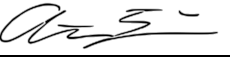

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED 7001 Title: Contemporary Issues and Problems in Education and Organizations
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate X Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)?
6. CATALOG DESCRIPTION (if course is a new course) :
This course will explore and examine educational issues and problems in practice as informed by evidence with consideration of the organizational and cultural context to inform the landscape of understanding and respond to issues and problems.
7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.
The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.
8. ADDITIONAL INFORMATION: **To use Moodle as the learning management system, current platform in use at UOG.**
9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Borja Enriquez- Approved (May 30, 2023 13:00 GMT+10)

May 30, 2023



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7001 College: Education

Course Title: Contemporary Issues and Problems in
Education and Organizations

Credit Hours: 3 credit hours
Semester Offered: Out of Sequence

Date Of Final Approval: _____

Course Counts As _____ is it part of a Degree Program? [X] Yes [] No
_____ general education requirement
_____ elective

1. Catalog Description:

This course will explore and examine educational issues and problems in practice as informed by evidence with consideration of the organizational and cultural context to inform the landscape of understanding and respond to issues and problems.

2. Course Content:

Course Topics by Weekly Module

Module 1: Develop knowledge of an educational challenge with alignment of leadership theories.

Module 2: Utilize data-driven practices to understand the landscape of the educational challenge.

Module 3: Build scholarly literature to understand an educational problem of interest.

Module 4: Build knowledge to inform leadership styles that contribute to meeting the needs of the range of stakeholders. Module 5: Develop a responsive organizational strategy plan based on the problem of practice plan.

Module 6: Develop knowledge of leadership partnerships strategies with faculty and stakeholders.

Module 7: Develop knowledge of leadership roles essential to maintain authentic culturally responsive community for learning.

Module 8: Develop research to practice product which include research to application connection for an identified in practices, relate the problem to data-driven, frame scholarly research to address the problem, differentiate cultural responsiveness for meaningful solutions, and stakeholder supportive strategies.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Understand and apply theories of leadership and organization that are best aligned with your educational issue or challenge
2. Examine educational or higher academic dataset highlighting the school site problem to practice.
3. Create a draft outline and informational overview for a faculty development of an educational challenge utilizing educational or higher academic data collection, literature synthesis, and reflection strategies for united faculty recommendations.
4. Create a literature review of a school setting with similar challenges such as recruitment, retention, diversity, social-emotional learning, inclusion, and culturally responsive curriculum using archival data specific to respond to school stakeholders.

6. Course Presentation /Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Mini research papers, annotated bibliographies, outline professional development agenda, discussion posts, critical friend review, change matrix, and signature research paper.

Methods of Evaluation (How are students graded?)

- Mini Research Papers – 20%
- Critical Friend Review – 10%
- Outline, Professional Development Agenda – 10%
- Annotated Bibliographies – 25%
- Discussion Posting – 10%
- Professional Development Plan, Signature Assignment – 25%

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

Instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Bulter, T. (2021). *School leadership learner-centered leadership in times of crisis*. Coppel, TX: Bulter Leadership Consulting.

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Sage Publications.


Shapiro, J.P. & Stefkovich, J.A. (2022). *Ethical leadership and decision making in education* (5th ed.). New York: Routledge.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:00 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
[Dr. Sharleen Santos-Bamba \(May 30, 2023 11:18 GMT+10\)](#)
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 15, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003b, ED7001 Contemporary Issues and Problems in Education.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003b of your application for online delivery approval of course, ED7001 Contemporary Issues and Problems in Education. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The textbooks listed in the syllabus are sufficient, however the instructor may want to add if the books are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

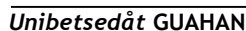
Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



- Page 1 of 1



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Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7002

College: **Education**

Course Title: **Theories for Leadership and Organizations**

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? [X] Yes [] No

_____ general education requirement
_____ elective

1. Catalog Description:

This course will cover leadership and organizational theories and frameworks useful to resolve and reframe problems and issues in educational and organizational contexts. Students will examine their own leadership orientation/schema and engage in reframing leadership roles in real settings and diverse contexts.

2. Course Content:

Course Topics by Weekly Module

Module 1: Leadership – Understanding, Define, and Relation to Context

Module 2: Leadership Theories, Part 1

Module 3: Leadership Theories, Part 2

Module 4: Perspectives of Understanding Organizations

Module 5: Application of Four Perspectives to Context – Analysis (part 1)

Module 6: Reframing and Leadership in Practice – Analysis (part 2)

Module 7: “Leadership Signature – Leadership Identity”

Module 8: Critique and Reflections of Your Leadership Forward

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Understand and define what is “leadership” and in relation to the educational or organizational context.
2. Describe leadership theories applicable to resolving or reframing problems and issues in practice and demonstrate this knowledge via case analysis application of theories in practice.
3. Describe the four perspectives of understanding organizations and apply the perspectives to resolve and reframe problems and issues in educational and organizational contexts.
4. Understand and describe one’s leadership lens or perspective to engage in reframing leadership roles in real settings and diverse contexts.
5. Review and critique scholarly journal articles to inform your leadership perspective and decision making in practice.
6. Understand and define your “leadership signature – leadership identity” in relation to the community and cultural context of the educational or organizational setting.
7. Prepare a presentation that articulates your “leadership signature – leadership identity” and in relation to community and cultural context and a problem in practice.
8. Develop and prepare a written mini paper of *your* leadership story and *your* leadership action plan.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** Moodle platform as the Learning Management System (LMS)

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting a written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Students are expected to participate in weekly asynchronous course activities and encouraged to attend synchronous sessions noted for additional learning engagement opportunities.

Methods of Evaluation

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% Scholarly journal articles review & critique activity
- 15% Case analysis application of theory(ies) in practice
- 10% Presentation: "leadership signature – leadership identity"
- 20% Written mini-paper of *your* leadership story and *your* leadership action plan.
- 10% Summary statement: reflections and *your* leadership forward

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

Instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Required Texts:

Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th edition). Hoboken, NJ: Jossey-Bass.

Lynch, M. (2012). *A guide to effective school leadership theories* (1st edition). New York: Routledge.

Northouse, P.G., & Lee, M. (2021). *Leadership case studies in education* (3rd edition). Thousand Oaks, CA: SAGE.

Supplemental:

Additional learning information and resources (i.e., posted by instructor) per weekly module.

FYI Texts of Interest (Not required for course). Re: More Texts on Leadership for your bookshelf:

DeFlaminis, J.A., Abdul-Jabbar, M., & Yoak, E. (2016). *Distributed leadership in schools. A practical guide for learning and improvement*. New York: Routledge.

Kahn, H. (2021). *Leadership reinvented: How to foster empathy, servitude, diversity, and innovation in the workplace*. Emeryville, CA: Rockridge Press.

Muhammad, A., & Cruz, L. F. (2019). *Time for change: Four essential skills for transformational school and district leaders*. Bloomington, ID: Solution Tree Press.

Northouse, P.G. (2021). *Leadership: Theory and practice* (9th edition). Thousand Oaks, CA: SAGE.

FYI Books for Book Read application: (Review one book from this list, per your interest.)

Maxwell, J.C. (2019). *Leadershift*. Harper Collins Leadership.

Safir, S. (2017). *The listening leader*. San Francisco: Jossey-Bass.

Sinek, S. (2011). *Start with why: How great leaders inspire everyone to take action*. New York: Portfolio/Penguin, Penguin Group Inc.


Sinek, S. (2017). *Find your why: A practical guide for discovering purpose for you and your team*. New York: Portfolio/Penguin, an imprint of Penguin Random House LLC.

Required Writing APA Style Guide

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL



Approved



Disapproved



Anita Borja Enriquez- Approved (May 30, 2023 12:59 GMT+10)

Senior Vice President, Academic & Student Affairs

May 30, 2023

Date

April 15, 2023

TO: Faculty Senate
RE: Technical Review Report for Log #7003c, ED7002 Theories for Leadership and Organizations.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003c of your application for online delivery approval of course, ED7002 Theories for Leadership and Organizations. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The textbooks listed in the syllabus are sufficient, however the instructor may want to add if the books are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

- Course Number: **ED 7003** Title: Diversity, Ethics, and Leadership for Educational and Organizational Contexts
- Credit Hour(s) : **3** Semester to be Offered: **Out of Sequence**
- Course Counts As (check all that apply):

☐ Part of a Degree Program

General Education Requirement

Elective

Special Needs (Workshop, seminar, special topic...94 series, etc.)

- Level of Instruction: _____ Undergraduate **X** Graduate (/G) _____ Both

- Is this course cross-listed with another department? **NO**

If so, list the cross-listed catalog number (s)? _____

- CATALOG DESCRIPTION (if course is a new course) :

This course will cover historical and current understandings of diversity, equity and inclusion matters in schools and organizational contexts that frame an understanding and application of knowledge, and insights to lead and co-lead organizational contexts with others.

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

- ADDITIONAL INFORMATION: **To use Moodle as the learning management system, current platform in use at UOG.**

- ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 12:57 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsĕdĕt GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7003

College: Education

Course Title: Diversity, Ethics, and Leadership for
Educational and Organizational Contexts

Credit Hours: 3 credit hours

Semester Offered: Out of Sequence

Date Of Final Approval: _____

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement
_____ elective

1. Catalog Description:

This course will cover historical and current understandings of diversity, equity and inclusion matters in schools and organizational contexts that frame an understanding and application of knowledge, and insights to lead and co-lead organizational contexts with others.

2. Course Content:

Course Topics by Weekly Module

Module 1: Establish knowledge of ethical leadership roles to promote student academic success and well-being.

Module 2: Develop knowledge using a multiparadigm approach to analyzing paradoxical dilemmas.

Module 3: Focus on equality and equity of identification of case dilemmas within the K-20 school setting context, and diverse cultures to forward scholarly informed practice.

Module 4: Develop knowledge of high-stakes ethical challenges to inform one's leadership roles for practice improvements.

Module 5: Analyze ethical leadership challenges on privacy rights and school safety. Build a network of critical friends as informed ethical practitioners.

Module 6: Analyze the impact of how technology might influence ethical challenges surrounding moral judgement and societal considerations.

Module 7: Develop knowledge of one's professional role for current updates of ethical standards that embrace diversity and cultural responsiveness.

Module 8: Develop research to practice product of interest which address an ethical dilemma, using scholarly driven literature and culturally responsive practices with multiple paradigms for proffering solutions for practice improvements.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Understand the paradigm of ethics as an educational leader.
2. Understand the range of ethical leadership dilemmas responding to case studies such as culturally responsive curriculum to supporting the ethical paradigm of justice, care, critique, and profession.
3. Examine equality versus equity and the complexity of educational leadership roles of future school leaders.
4. Examine accountability versus responsibility focused on ethical dilemmas focused on high stakes testing.
5. Analyze ethical leadership challenges on privacy rights and school safety.
6. Examine ethical leadership centered on technology versus respect and ethical discussions surrounding moral judgment that embrace diversity and cultural responsiveness.
7. Create a professional development plan of a problem to practice of an ethical dilemma of interest and refresh a current educational or high academic policy that aligns with scholarly research.

6. Course Presentation / Delivery Method:

☐ Synchronous ☒ Asynchronous ☐ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Methods of Evaluation (How are students graded?)

1. Mini Research Papers 30%
2. Critical Friend Review 10%
3. Discussion Post 10%
4. PowerPoint Presentation 15%
5. Draft a Policy Revision 15%
6. Signature Research Paper 20%

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources (Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

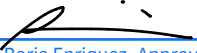
Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 12:57 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 15, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003d, ED7003 Diversity, Ethics, and Leadership for Educational and Organizational Contexts.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003d of your application for online delivery approval of course, ED7003 Diversity, Ethics, and Leadership for Educational and Organizational Contexts. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The instructor may want to add information on if the required textbook is available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

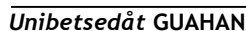
Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.





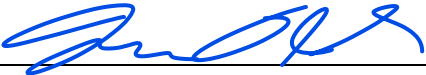




~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:

APPROVAL RECOMMENDED BY:

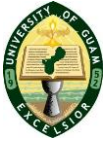
UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		03/14/2023
Division Chair		03/14/2023
Chair, College AAC/CC		03/15/2023
Dean		03/15/2023
Technical Review (DESC)		05/29/2023
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 12:55 GMT+10)

May 30, 2023

DATE _____



UNIVERSITY
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Unibetsēdāt GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7005

College: **Education**

Course Title: **Instructional & Visionary Leadership**

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement

_____ elective

1. Catalog Description:

Engaging in and cultivating instructional leadership practices and actions at the school/district levels and other educational settings. Defining and executing visionary leadership practices with academic and community stakeholders. Building faculty capacity in efforts of growing leadership and instructional expertise.

2. Course Content:

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

Module 1: Leadership Journey – Establishing your “Why” as a School/District Leader or Academic Leader

Module 2: Articulation of Instructional and Visionary Leadership Concepts

Module 3: Logic Model for Instructional Leadership

Module 4: Visionary Leadership and Visioning Process

Module 5: Plan for Action, Assessment, and Impact

Module 6: Thought Leader, Cultural Context, Community and Practice

Module 7: Vision and Visioning Process Presentation

Module 8: Reflections and Leading Instructional and Visionary Practices Forward

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

During the course and at the completion of the course, a student will be able to:

1. Describe one's leadership "why" as a school/district leader or academic leader.
2. Understand and be able to define instructional and visionary leadership in practice.
3. Articulate and delineate a logic model for instructional leadership.
4. Generate and outline a visioning process for a school/district or other academic context.
5. Create a plan of action, the assessment process and articulate the action impact, outcome.
6. Describe the cultural context and community that informs your leadership practice and actions.
7. Prepare a presentation that articulates a vision for a school/district or other academic context.
8. Explain one's reflections of leading instructional and visionary practices forward.

6. Course Presentation / Delivery Method:

____ Synchronous X Asynchronous ____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting a written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):
Methods of Evaluation (How are students graded?)

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% submission of logic model for instructional leadership
- 15% submission of visioning process outline for a school/district or academic context
- 20% written document: Plan of Action, Assessment Process, and Action Impact, Outcome
- 15% presentation: Vision and Visioning Process for a School/District or academic context
- 10% Summary statement: Reflection of Leading Instructional & Visionary Practices Forward

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

Instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Required Texts:

Dewitt, P. M. (2020). *Instructional leadership: Creating practice out of theory*. Thousand Oaks, CA: Corwin Press.

Mason, C. Y., Liabenow, P. W., & Patschke, M. D. (2020). *Visioning onward: A guide for all schools*. Thousand Oaks, CA: Corwin Press.

Supplemental:


Additional learning information and resources (i.e., posted by instructor) per weekly module.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 <u>Anita Borja Enriquez- Approved (May 30, 2023 12:55 GMT+10)</u> Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 16, 2023

TO: Faculty Senate
RE: Technical Review Report for Log #7003e, ED7005 Instructional and Visionary Leadership.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003e of your application for online delivery approval of course, ED7005 Instructional and Visionary Leadership. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)

- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

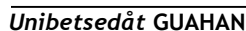
Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
APPROVAL RECOMMENDED BY:

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 12:54 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE _____



UNIVERSITY
OF GUAM

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Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7007

College: Education

Course Title: Program Evaluation and Data for
Evidence-Based Performance

Credit Hours: 3 credit hours

Semester Offered: FA, SP, SU or Out
of Sequence

Date Of Final Approval: _____

Course Counts As _____ is it part of a Degree Program? ☒ Yes ☐ No

general education requirement xx
elective

1. Catalog Description:

This course covers the foundational concepts of evaluation and incorporates the principles of program evaluation and classroom assessment. As instructional leaders, the knowledge to practice of how evaluation data at the micro level is essential to the overall assessment of school or district level programs at the macro level. Concepts such as formative and summative evaluation; norm-referenced and criterion-reference assessment; and quantitative and qualitative data and its evidence to drive school improvement efforts. This course will include field activity practices.

2. Course Content:

Course Topics by Weekly Module

Module 1: Develop an understanding of precepts, principles, processes, practices, and problem-solving techniques in program evaluation.

Module 2: Examine the evaluability of a program vision, mission, goals, strategies, activities, and stakeholders.

Module 3: Application of appropriate analytical framework and use of software used in the evaluation process.

Module 4: Understand the interconnectedness among program resources, inputs, activities, outputs, outcomes, and impact in a logic model or theory of action for evaluation.

Module 5: Utilize multiple measures and improvement-focused approaches in selecting the appropriate data analysis framework.

Module 6: Apply qualitative and quantitative analysis methods and understand the issues associated with reliability and validity of data collection tools, particularly in a multicultural/multilingual context.

Module 7: Target evaluation results utilization through effective communication strategies of the findings to the relevant stakeholders.

Module 8: Examine the effectiveness, value, and cultural relevance of the evaluation process based on data-driven practices to support school and program improvement efforts.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. The skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Apply appropriate strategies for formative and summative evaluation.
2. Utilize both norm-reference and criterion-referenced tests for evaluating student growth and performance.
3. Develop teacher made assessment tools and rating scales for evaluating student growth.
4. Interpret various test scores used in both NRTs and CRT assessments.
5. Select or develop adequate tools for effective evaluation.
6. Understand issues associated with reliability and validity for all assessment tools, particularly in multicultural/multilingual context.
7. Understand the ethics of assessment procedures used to evaluate students in classrooms.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** Moodle platform as the Learning Management System (LMS)

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Program Evaluation Plan Paper, Data Collection Field Work, Discussion Paper, Analytical Framework Paper, Logic Model Paper, Evaluation Design Research Paper, Description of Evaluation of Data Paper, Data Visualization Paper, and Defend a Program PowerPoint and Research Paper.

Methods of Evaluation:

Program Evaluation Plan Paper - 10%

Data Collection Field Work - 10%

Discussion Paper - 10%

Analytical Framework Paper - 10%

Logic Model Paper - 10%

Evaluation Design Research Paper - 10%

Description of Evaluation of Data Paper - 10%

Data Visualization Paper - 10%

Signature Assignment, Defend a Program PowerPoint and Research Paper - 20%

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Bernhardt, V.L. (2013). *Data analysis for continuous school improvement* (3rd ed.). New York, NY. Routledge Taylor & Francis Group.

Forum Guide to Data Visualization (2017). National Forum on Education Statistics, U.S. Department of Education. Washington, D.C.

Goodwin, B., Cameron, G., & Hein, H. (2017). *Balanced leadership for powerful learning* (3rd ed.). Washington, DC: McREL.


Pasavac, E. & Carey, R. (2010). *Program evaluation: Methods and case studies* (8th ed.). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 12:54 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 16, 2023

TO: Faculty Senate
RE: Technical Review Report for Log #7003f, ED7007 Program Evaluation and Data for Evidence-Based Performance.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003f of your application for online delivery approval of course, ED7007 Program Evaluation and Data for Evidence-Based Performance. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)

- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED 7008 Title: Financial Resources and Building Instructional Capacity
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate X Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)?

6. CATALOG DESCRIPTION (if course is a new course) :

This course will include knowledge building on financial resources and building instructional capacity with the application to the practice of the development and care of financial matters. A range of financial priorities using student performance and attention to best practices of resource allocation for student learning based on evaluating revenue resources; developing and validating proposed school budget; and leadership skills for best practices of school operations.








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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

8. ADDITIONAL INFORMATION: **To use Moodle as the learning management system, current platform in use at UOG.**

9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Borja Enriquez- Approved (May 30, 2023 12:54 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE

TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE OUTLINE FORM

Course Number: ED 7008

College: Education

Course Title: Financial Resources and Building

Instructional Capacity

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? [X] Yes [] No
_____ general education requirement
elective

1. Catalog Description:

This course will include knowledge building on financial resources and building instructional capacity with the application to the practice of the development and care of financial matters. A range of financial priorities using student performance and attention to best practices of resource allocation for student learning based on evaluating revenue resources; developing and validating proposed school budget; and leadership skills for best practices of school operations.

Course Content:

Course Topics by Weekly Module:

Module 1: Examine the models in the new learning ecosystem.

Module 2: Examine school site budget and management of federal aid and local revenues.

Module 3: Develop knowledge of the range of costs of personnel in the school building and school system using student performance to drive financial priorities.

Module 4: Develop knowledge of the cost at the federal and local levels to improve school setting cost for all IDEA special education mandates.

Module 5: Analysis based on school setting student performance of the value of virtual instruction, face to face instruction to support curriculum goals and assessment for responsive leadership best-practices.

Module 6: Develop knowledge of fiscal management plans driven to support learner-centered instruction during a crisis using substitution, augmentation, modification, redefinition (SAMR) Model.

Module 7: Analyze funding resources for accountability, fiscal control, and audits.

Module 8: Develop a financial plan of care for a school setting and implications that correlate with interrelationships between district and school budgets.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

- 1. Build knowledge of school ecosystem costs based on student performance, IDEA Special Education mandates financial management priorities.
- 2. Understand the financial models, budget and management, and federal aid and local revenues.
- 3. Develop a fiscal management plan that is student-centered for responsive leadership.
- 4. Analyze funding resources for your school setting and the interrelationships of school districts and accountability.

6. Course Presentation / Delivery Method:

 Synchronous X Asynchronous mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** Moodle platform as the Learning Management System (LMS)

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Mini Papers, Discussion Post, Critical Friend Review, PowerPoint Presentation for Faculty; and Signature Paper

Methods of Evaluation

Mini Papers - 40%

Discussion Posts 10%

Critical Friend - 5%

PowerPoint Presentation for Faculty 15%

Signature Paper - 30%

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Butler, T. (2021). *School Leadership: Learner-centered leadership in times of crisis*. Coppel, TX: Butler Leadership Consulting.

Coffin S.V. & Cooper, B.S. (2018). *District financial leadership today*. Maryland: The Rowman & Littlefield Publishing Group, Inc.

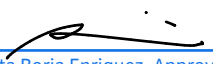
Mazurkiewics, G. & Fischer, J.M. (2021). *The power of responsive educational leadership: Building schools for global challenges*. New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 12:54 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 16, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003g, ED7008 Financial Resources and Building Instructional Capacity.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003g of your application for online delivery approval of course, ED7008 Financial Resources and Building Instructional Capacity. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

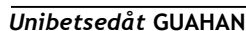
Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG





UNIVERSITY
OF GUAM

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Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7009

College: Education

Course Title: Strategic Planning and Leadership

Credit Hours: 3 credit hours Semester

Date Of Final Approval: _____

Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement

_____ elective

1. Catalog Description:

Strategic planning process, assessment and analysis of data and issues in schools/district contexts and academic settings that lead to creation of strategies for goal attainment and achievement of educational outcomes.

2. Course Content:

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

- Module 1: Introduction and Overview: Strategy, Strategic Planning
- Module 2: Best Practices, Guiding Principles
- Module 3: Goals, Priorities, Strategic Focus
- Module 4: Tools for Strategic Planning: Assessments, Rubrics, Templates
- Module 5: Vision of a Graduate – Possibilities and Realities
- Module 6: Collective Work: Shared Leadership, Distributive Leadership, Stakeholder Collaboration
- Module 7: Strategic Plan: Does it work? Evidence-based outcomes
- Module 8: Research to Practice: Building Capacity & Continuous Improvement

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Understand and define “strategy” and “strategic planning” for continuous improvement, and in relation to the educational context and school community and stakeholders.
2. Identify and analyze issues in practice in relation to goal setting and priorities, and articulation of key strategies to transform teaching and learning.
3. Apply best practices, research, and data evidence to build a strategy plan to improve teaching and learning, respective to the educational context and stakeholders.
4. Understand and communicate one’s leadership role regarding strategic leadership to lead learning and advance improvements in educational practice, and in collaboration with diverse stakeholders.

6. Course Presentation / Delivery Method:

☐ Synchronous ☒ Asynchronous ☐ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting a written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Methods of Evaluation (How are students graded?)

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% Application Activities: learning reflection of topics and issues in practice – application activities per weekly module
- 15% Portrait, Vision of a Graduate
- 20% Strategy Map – Backward Mapping
- 20% Signature Activity: Strategic Plan, Focused Strategies

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Required Texts:

Stevenson, I., & Weiner, J. M. (2021). *The strategy playbook for educational leaders: principles and processes*. New York: Routledge.

Westover, J. (2020). *Districts on the move: Leading a coherent system of continuous improvement*. Thousand Oaks, CA: Corwin.

Supplemental:


Additional learning information and resources (i.e., posted by instructor) per weekly module.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 12:53 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 16, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003h, ED7009 Strategic Planning and Leadership.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003h of your application for online delivery approval of course, ED7009 Strategic Planning and Leadership. While your documentation is comprehensive, organized, and includes excellent resources, I do have some recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are a requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find important information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED 7012 Title: Education Policy & Change
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate X Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)?

6. CATALOG DESCRIPTION (if course is a new course) :

This course will cover policy values and principles, theory, analysis, range of approaches to policy development, implementation, and evaluation while incorporating multiple stakeholder intentional discussions, review of current legislation and policy surrounding a problem of practice.

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

8. ADDITIONAL INFORMATION: **To use Moodle as the learning management system, current platform in use at UOG.**

9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		03/14/2023
Division Chair		03/14/2023
Chair, College AAC/CC		03/15/2023
Dean		03/15/2023
Technical Review (DESC)		05/29/2023
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023
(Endorsement of UCRC/GCRC Recommendation)		

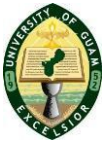
APPROVED:

Anita Borja Enriquez- Approved (May 30, 2023 12:53 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7012

College: Education

Course Title: Education Policy & Change

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As _____ is it part of a Degree Program? ☒ Yes ☐ No
_____ general education requirement
_____ elective

1. Catalog Description:

This course will cover policy values and principles, theory, analysis, range of approaches to policy development, implementation, and evaluation while incorporating multiple stakeholder intentional discussions, review of current legislation and policy surrounding a problem of practice.

2. Course Content:

Course Topics by Weekly Module

WEEK 1/Module 1: Build knowledge of leadership role in policy development framed in theoretical approaches of public-policy making.

WEEK 2/ Module 2: Develop knowledge of a current policy of interest. Review Federal and/or State and Local Education Policy which shapes current research-based policies of a similar application to practice challenge.

WEEK 3/ Module 3: Focus on data-driven case dilemmas within the K-20 school setting context to frame the educational landscape of the problem of practice.

WEEK 4/ Module 4: Develop knowledge and skills focused on high stakes ethical challenges to inform leadership roles for practical improvements.

WEEK 5/ Module 5: Analyze leadership challenges focused on multi-tiered system support such as research, data collection, equitable resources, legislative revision initiatives, funding allocation, compliance, and accountability in policy development. Build a network of critical friends as informed leaders of informed practitioners.

WEEK 6/ Module 6: Develop a proposed stakeholder knowledge development presentation with intentional conversations of a proposed advocacy policy creation or revision incorporating external review of extended stakeholders in the school district or villages.

WEEK 7/ Module 7: Develop know growth of a proposed advocacy policy using a current institutional policy as a draft revision.

WEEK 8/ Module 8: Develop research to practice product addressing an advocacy policy creation or revision using scholarly driven literature and culturally responsive practices with multiple paradigms for proffering solutions for practice improvements.

3. Rationale for the Course:

This course is a required course in the EdS program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Students will be using and expected to use Moodle for the asynchronous course.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Understand the theoretical approaches to public policy making.
2. Draw connections from different types of public policies aligned with a problem of practice.
3. Understand the range of evidence-based practices data collection
4. Create a multi-tiered system support in policy development.
5. Create a policy advocacy proposal of a problem to practice grounded in multi-tiered system support.

6. Course Presentation / Delivery Method:

 Synchronous X Asynchronous mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** Moodle platform as the Learning Management System (LMS)

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan / Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessments/Assignments and Grade Percentage

1. Mini Research Papers - 30%
2. Discussion Postings - 10%
3. Draft a Policy Outline - 10 %
4. PowerPoint Presentation for Stakeholders - 15%
5. Data Collection Matrix - 10%
6. Literature Map - 10 %
7. Advocacy Policy Revision Paper 20%

ASSIGNMENT DESCRIPTIONS

Research Papers, Discussion Postings, Draft a Policy Outline, PowerPoint Presentation for Stakeholders; Data Collection Matrix; Literature Map, and Proposed Advocacy Policy Revision

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources (Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

Instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Folwer, F. (2012). *Policy studies for educational leaders* (4th ed.). Upper Saddle River, NJ: Pearson Education.


Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide

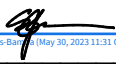
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Electronic Resources:

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<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 <u>Anita Borja Enriquez- Approved (May 30, 2023 12:53 GMT+10)</u> Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Sharleen Santos-Bamba (May 30, 2023 11:31 GMT+10)
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 16, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003i, ED7012 Education Policy and Change.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003i of your application for online delivery approval of course, ED7012 Education Policy and Change. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

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- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
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Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: **ED 7013** Title: **Leadership and Learning for the Western Pacific Region and Global Arena**
2. Credit Hour(s) : **3** Semester to be Offered: **Out of Sequence**
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: ☐ Undergraduate ☒ Graduate (/G) ☐ Both
5. Is this course cross-listed with another department? **NO**
 If so, list the cross-listed catalog number (s)? _____

6. CATALOG DESCRIPTION (if course is a new course) :

This course will expand on understanding leadership concepts and frameworks for engaging in whole system learning and application of leading with people to improve processes and practices. A foundation of leading and learning will be nested in a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills. Course discourse will unite perspectives of societal and cultural customs/manners of leading and collaborating with stakeholders, and as a way of doing and engaging in leadership actions via one's leadership identity and co-leadership with others. Additionally, the course will have students analyze, critique and plan for one's leadership role and service leadership role that connects and transforms learning communities in educational and organizational contexts.

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

8. ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.

9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		03/14/2023
Division Chair		03/14/2023
Chair, College AAC/CC		03/15/2023
Dean		03/15/2023
Technical Review (DESC)		05/29/2023
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:

Anita Borja Enriquez-Approved (May 30, 2023 12:52 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED 7013

College: **Education**

Course Title: : **Leadership and Learning for the Western
Pacific Region and Global Arena**

Credit Hours: 3 credit hours Semester

Offered: Out of Sequence

Date Of Final Approval: _____

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement

_____ elective

1. Catalog Description:

This course will expand on understanding leadership concepts and frameworks for engaging in whole system learning and application of leading with people to improve processes and practices. A foundation of leading and learning will be nested in a cultural awareness and understanding of social and organizational cultural contexts and cultural practices to advance application of leadership knowledge and skills. Course discourse will unite perspectives of societal and cultural customs/manners of leading and collaborating with stakeholders, and as a way of doing and engaging in leadership actions via one's leadership identity and co-leadership with others. Additionally, the course will have students analyze, critique and plan for one's leadership role and service leadership role that connects and transforms learning communities in educational and organizational contexts.

2. Course Content:

Course Topics by Weekly Module

Module 1: Identification of a problem of practice to be aligned with research-based leadership practices.

Module 2: Problem of practice, scholarship, and a range of types of stakeholder surveys, student data, and faculty.

Module 3: Synthesize a range of scholarships of literature aligned with the problem of practice, leadership framework, stakeholder or student data that informs a problem, and findings/results.

Module 4: Create a draft proposal inclusive of evidence-based practice similar data, instruments, research methodology, findings/results, and recommendations for future research.

Module 5: Research applicable data that demonstrates the problem of practice, policies, and research-based practices aligned with similar research of problem.

Module 6: Demonstrate cohort engagement in critical and advocate feedback in review of a proposed forum presentation.

Module 7: Create a synthesis of research-based literature of similar, data demonstrating problem in practice, existing policy, proposed solutions, and evaluation as proffering in a visual platform.

Module 8: Create research to practice product addressing educational dilemma aligned with a leadership theory, problem to data-driven, framed in literature research, differentiating cultural responsiveness, solution offerings, and stakeholder supportive strategies. A cohort created project in a forum setting to demonstrate inclusive, collaborative, and cultural engagement.

3. . Rationale for the Course:

This course is a required course in the EdD program of study

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Students will be using and expected to use Moodle for the asynchronous course.

5. Learning Objectives for Students:

1. Define an organizational leadership problem and situate it in a school or academic context.
2. Use research-based evidence and data to support the identification of the problem in practice.
3. Engage in reflective practice with cohort to create a proposed action plan, grounded in research and data, for solutions to the problem in practice.
4. Assess, survey and communicate with multiple diverse stakeholders to be informed of community viewpoints about the problem.
5. Express ideas and facts on proffering solutions to an issue in practice demonstrated in scholarly writing and through oral, visual presentation formats.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** Moodle platform as the Learning Management System (LMS)

7. Alternative Delivery Methods (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. Faculty-Student Interaction Plan / Methods

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting a written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

9. Assessment / Evaluation Plan (including verification of participant's materials)

Literature Review 15%
Critical Review Feedback 5%
Discussion Posts 5%
Proposal for a Community Forum 10%
Paper Outline 10%
Change Matrix 5%
PowerPoint Presentation - 20%
Signature, Conference Paper - 30%

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.
Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

This course will have students review and read scholarly journal articles as the primary source of literature for the course. A compendium of scholarly articles will inform the learning conversations stemming from the articles' empirical scholarship information about examples and cases of leadership, decision-making, cultural context and community lens.

Students will be required to access articles from the following peer-reviewed academic journals:


- Micronesian Educator Journal (SOE, UOG) at: <https://www.uog.edu/schools-and-colleges/school-of-education/micronesian-educator/>
- Pacific Asia Inquiry at: <https://www.uog.edu/schools-and-colleges/college-of-liberal-arts-and-social-sciences/pacific-asia-inquiry/>
- International Education Journal: Comparative Perspectives at: [International Education Journal: Comparative Perspectives \(sydney.edu.au\)](http://International Education Journal: Comparative Perspectives (sydney.edu.au))
- Journal of Leadership Education, at: <https://journalofleadershiped.org/authors/>
- International Journal of Leadership in Education, at: <https://www.tandfonline.com/journals/tedl20>

Required Writing APA Style Guide


American Psychological Association (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 12:52 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 16, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003j, ED7013 Leadership and Learning for the Western Pacific Region and Global Arena.

Håfa Adai,

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It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

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- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
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- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
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- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

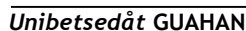
Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG





UNIVERSITY
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Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: EDR 7014

College: Education

Course Title: Candidacy Advancement

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As is it part of a Degree Program? ☒ Yes ☐ No

____general education requirement

____elective

1. Catalog Description:

Doctoral Students must enroll in 3 credits of candidacy advancement to work on the advancement to candidacy examination. The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation. Advancement to candidacy allows students to begin the dissertation proposal process.

2. Course Content:

Candidacy Advancement Description:

The Candidacy component preparation will be part of the Mentoring process established with the doctoral student and the doctoral advisor/chair.

Upon successful completion of the EdD Program of Study foundation courses, research courses, and concentration courses, and with the minimum grade of "B" earned for each course, the doctoral student will enroll in the Candidacy Advancement course.

The examination will entail a required written and oral examination. Students must successfully pass both parts of the examination to advance to the doctoral candidacy designation.

Advancement to candidacy allows a doctoral student to begin the dissertation proposal process.

The written and oral examination will be prepared by the student's chairperson with input from the dissertation committee members.

Written Examination:

The written examination shall include three (3) main sections:

- 1) Foundation core question(s)
- 2) Research core question(s)
- 3) Specialization core question(s)

The written examination shall be provided to the student during the first week of the course. The student will have (six) 6 weeks to work on the written examination. The student must schedule the oral examination to be held during the 8th week of the course. The committee members shall have a minimum of two (2) weeks to review the student's written examination.

Oral Examination:

The oral examination shall include questions for each of the three main sections. The oral examination shall be scheduled for 45 minutes to 1 hour for the question and response session.

Thereafter, the student will be expected to meet for up to 1 hour with the chairperson to discuss the next steps.

The purpose of the oral examination is to have a student expand on responses to the written examination, and to allow the committee to ask clarifying questions to the student's prepared written responses. The committee will meet no later than 3 days before for the scheduled oral examination to discuss the student's written examination in lieu of the oral examination.

Upon satisfactory of both the written and oral examinations, the student shall advance to the designation as "doctoral candidate" status.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

During this course and at the completion of the course candidacy examination, a doctoral student will be able to:

1. Articulate in writing and oral presentation a comprehensive and detailed response to all examination questions that demonstrate mastery understanding of the EdD Program Learning Outcomes 1-7.

6. Course Presentation / Delivery Method:

 Synchronous X Asynchronous mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Rubric for the Written and Oral Examinations

Artifacts: Written Candidacy Examination and Presentation both Oral and Visual Presentation

Assessment Methods:

Candidacy Written Exam Rubric

Candidacy Oral Exam Rubric

Notice: Doctoral students will receive an official notice denoting a) Doctoral Candidate status; or b) 2nd attempt at Candidacy Examination is required.

Candidacy Advancement Final Grade Scale:

P = Pass

NP= Not Pass

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

Instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:


Candidacy Examination Style Guide Template & Instructions for Written & Oral Examination – forthcoming.

Required Writing APA Style Guide

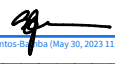
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 <u>Anita Borja Enriquez- Approved (May 30, 2023 13:08 GMT+10)</u> Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 17, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003k, ED-DR7014 Candidacy Advancement.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003k of your application for online delivery approval of course, ED-DR7014 Candidacy Advancement. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [Go Tritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.








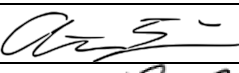

~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED-DR 7015 Title: Dissertation Proposal
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate X Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)?
6. CATALOG DESCRIPTION (if course is a new course) :
Dissertation courses: The dissertation process is the culminating sequence of courses that focus on the doctoral student's research work from proposal development to final defense of the dissertation manuscript. This course is the proposal development course. Required: A student must have passed the candidacy advancement examination and be designated as a doctoral candidate to enroll in this course.
7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO
 SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.
The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.
8. ADDITIONAL INFORMATION: **To use Moodle as the learning management system, current platform in use at UOG.**
9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
 APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Boria Enriquez- Approved (May 30, 2023 13:07 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



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Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-DR 7015

College: Education

Course Title: Dissertation Proposal

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? [X] Yes [] No

_____ general education requirement
_____ elective

1. Catalog Description:

Dissertation courses: The dissertation process is the culminating sequence of courses that focus on the doctoral student's research work from proposal development to final defense of the dissertation manuscript. This course is the proposal development course.

Required: A student must have passed the candidacy advancement examination and be designated as a doctoral candidate to enroll in this course.

2. Course Content:

Course Topics by Weekly Module

Course Focus: Dissertation Proposal (12 weeks)

- Part 1 Seven-Week Focus: Development of the proposal chapters 1 and 2. Specifically describing (1) the research focus and research question(s), and Problem of Practice in the educational or organizational context; and (2) to begin the Literature review and to denote the theoretical/conceptual framework for the dissertation.
- Part 2 Five-Week Focus: Continuation of the Literature Review and development of the research design (methods, data sources, data collection steps, analysis), proposal chapter 3.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Course Content/Course Goals:

- Development of a sound dissertation research proposal to include:
 - a clear articulation of a research question;
 - the research focus and question importance to advance inquiry on addressing a problem in practice;
 - theoretical framework to guide the research;
 - literature review that supports the dissertation topic;
 - and description of a doable research design and timeline for dissertation completion.

Student Learning Outcomes:

1. Describe the research focus for the dissertation study.
2. Discern and explain the problem in practice the research intends to address.
3. Analyze and summarize the literature that frames the dissertation topic.
4. Justify the significance of the research and describe the cultural context.
5. Articulate and justify the research question and methods.
6. Explain the theoretical framework for the dissertation.
7. Describe the research design, to include the context (organizational and cultural components)
8. Prepare a written draft of the proposal chapters 1, 2, 3. Describe a doable and realistic timeline to dissertation completion with attention to participation in writing support activities via the mentoring model.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Course Evaluation:

20% - weekly learning community meetings and bi-weekly synchronous meeting with chairperson/advisor to share ideas on the development of the research proposal.

25% - preparation and deliver a draft chapter 1

25% - preparation and deliver a draft chapter 2

25% - preparation and deliver a draft chapter 3

5% - presentation of the dissertation proposal chapters 1, 2, 3, to the dissertation committee.

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media):

Library resources provided using UOG RFK Library

11. **Plan for Student Advisement / Counseling**

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Required Texts: [This is a list of text choices to use. The faculty should have students use one current text on dissertation writing and the most current edition of the APA manual (APA 7th edition currently)].

Required Dissertation Writing Texts:

Roberts, C., & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (Third Edition - Revised Edition). Thousand Oaks, CA: Corwin Press.


Terrell, S. R. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. New York: The Guilford Press.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:07 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 17, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #70031, ED-DR7015 Dissertation Proposal.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #70031 of your application for online delivery approval of course, ED-DR7015 Dissertation Proposal. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct link to students in the syllabus for the free software download: [Go Tritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



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Office of Academic and Student Affairs

REQUEST FOR TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE FORM

- Course Number: ED-DR 7016 Title: Dissertation Research Beginnings
- Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
- Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
- Level of Instruction: ☐ Undergraduate ☒ Graduate (/G) ☐ Both
- Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s) _____

6. CATALOG DESCRIPTION (if course is a new course) :

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7016 Dissertation Research Beginnings (3 credits)

Focus: IRB Process and Data Collection

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

- ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.
- ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		03/14/2023
Division Chair		03/14/2023
Chair, College AAC/CC		03/15/2023
Dean		03/15/2023
Technical Review (DESC)		05/29/2023
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 13:06 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
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Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-DR 7016

College: School of Education (SOE)

Course Title: Dissertation Research Beginnings

Credit Hours: 3 credit hours

Semester Offered: Out of Sequence

Date Of Final Approval: _____

Course Counts As

is it part of a Degree Program? [X] Yes [] No

_____ general education requirement

_____ elective

1. Catalog Description:

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7016 Dissertation Research Beginnings (3 credits)

Focus: IRB Process and Data Collection

2. Course Content:

FOR:

ED-DR 7016 Dissertation Research Beginnings

Focus: IRB Process and Data Collection

3. Rationale for the Course: This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document, the dissertation, appropriate for publication and presentation related to the area of research focus.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):
Students can read off-line the course materials downloaded onto their electronic device.

8. Faculty-Student Interaction Plan /Methods

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Note: Dissertation series courses will run as 12-week online courses. Asynchronous primary with weekly synchronous meeting, as scheduled for doctoral candidate with faculty chair/advisor [instructor of record of course section] and, as needed with the dissertation committee members (i.e., for mentoring session(s), defense).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

FOR:

ED-DR 7016 Dissertation Research Beginnings

Focus: IRB Process and Data Collection

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress

Graded as:

- S: Satisfactory
- IP: in progress/continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete

- 10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media): Library resources provided using UOG RFK Library.

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Required Writing APA Style Guide

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Dissertation Style Guide Template – forthcoming –

Electronic Resources:


FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>



Approved



Disapproved


[Anita Borja Enriquez- Approved \(May 30, 2023 13:06 GMT+10\)](#)

Senior Vice President, Academic & Student Affairs

May 30, 2023

Date

Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by:


[Sharleen Santos-Bamba \(May 30, 2023 11:10 GMT+10\)](#)

Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 17, 2023

TO: Faculty Senate
RE: Technical Review Report for Log #7003m, ED-DR7016 Dissertation Research
Beginnings.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003m of your application for online delivery approval of course, ED-DR7016 Dissertation Research Beginnings. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)

- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

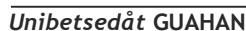
Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.










~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		03/14/2023
Division Chair		03/14/2023
Chair, College AAC/CC		03/15/2023
Dean		03/15/2023
Technical Review (DESC)		05/29/2023
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023
(Endorsement of UCRC/GCRC Recommendation)		

Anita Boria Enriquez- Approved (May 30, 2023 12:50 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE _____



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-DR 7017

College: School of Education (SOE)

Course Title: Dissertation Research Advance

Credit Hours: 3 credit hours

Semester Offered: Out of Sequence

Date Of Final Approval: _____

Course Counts As

is it part of a Degree Program? [X] Yes [] No

_____ general education requirement

_____ elective

1. Catalog Description:

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7017 Dissertation Research Advance (3 credits)

Focus: Further data collection and engage in data analysis.

2. Course Content:

FOR:

ED-DR 7017 Dissertation Research Advance (3 credits)

Focus: Further data collection and engage in data analysis.

3. Rationale for the Course: This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document, the dissertation, appropriate for publication and presentation related to the area of research focus.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):
Students can read off-line the course materials downloaded onto their electronic device.

8. Faculty-Student Interaction Plan / Methods

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

Students and Instructor comprise the online learning community and are each responsible to engage in online learning dialogue respectful of diverse ideas and to communicate in a professional manner for both written and vocal dialogue.

Note: Dissertation series courses will run as 12-week online courses. Asynchronous primary with weekly synchronous meeting, as scheduled for doctoral candidate with faculty chair/advisor [instructor of record of course section] and, as needed with the dissertation committee members (i.e., for mentoring session(s), defense).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

FOR:

ED-DR 7017 Dissertation Research Advance (3 credits)
Focus: Further data collection and engage in data analysis.

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress

Graded as:

- S: Satisfactory
- IP: in progress/continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete

- 10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media): Library resources provided using UOG RFK Library.

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

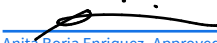
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Dissertation Style Guide Template – forthcoming –

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 <u>Anita Borja Enriquez- Approved (May 30, 2023 12:50 GMT+10)</u> Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
---	---	----------------------

Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 17, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003n, ED-DR7017 Dissertation Research Advance.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003n of your application for online delivery approval of course, ED-DR7017 Dissertation Research Advance. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct link to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.

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High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
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- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



UNIVERSITY
OF GUAM

Unibetsedåt GUAHAN

Office of Academic and Student Affairs

REQUEST FOR TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE FORM

- Course Number: ED-DR 7018 Title: Dissertation Research Final
- Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
- Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
- Level of Instruction: ☐ Undergraduate ☒ Graduate (/G) ☐ Both
- Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s) _____

CATALOG DESCRIPTION (if course is a new course) :

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7018 Dissertation Research Final (3 credits)

Focus: Manuscript completion and dissertation defense.

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

- ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.
- ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		03/14/2023
Division Chair		03/14/2023
Chair, College AAC/CC		03/15/2023
Dean		03/15/2023
Technical Review (DESC)		05/29/2023
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:

Anitá Boria Enriquez- Approved (May 30, 2023 13:13 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-DR 7018

College: School of Education (SOE)

Course Title: Dissertation Research Final

Credit Hours: 3 credit hours

Semester Offered: Out of Sequence

Date Of Final Approval: _____

Course Counts As

is it part of a Degree Program? [X] Yes [] No

_____ general education requirement

_____ elective

1. Catalog Description:

Dissertation Research courses are for graduate students who have advanced to the designation of doctoral candidate. Graduate Students in dissertation research courses are actively conducting research and writing, and in mentorship with their dissertation chairperson and dissertation committee members.

ED-DR 7018 Dissertation Research Final (3credits)

Focus: Manuscript completion and dissertation defense.

2. Course Content:

FOR:

ED-DR 7018 Dissertation Research Final (3credits)

Focus: Manuscript completion and dissertation defense.

3. Rationale for the Course: This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

Design, plan, and execute a research study, and provide evidence of empirical data to support the research results/findings in a written research document, the dissertation, appropriate for publication and presentation related to the area of research focus.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Each student is expected to respond professionally in the online learning environment, in a respectful manner to different viewpoints presented to promote a positive exchange of learning ideas and learning dialogue with diverse participants in the course.

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Note: Dissertation series courses will run as 12-week online courses. Asynchronous primary with weekly synchronous meeting, as scheduled for doctoral candidate with faculty chair/advisor [instructor of record of course section] and, as needed with the dissertation committee members (i.e., for mentoring session(s), defense).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

FOR:

ED-DR 7018 Dissertation Research Final

Focus: Manuscript completion and dissertation defense.

Assessment Protocol Used: Dissertation Rubric for Writing and Research Progress and Final Defense Criteria

Graded as:

- P: Pass/Satisfactory Completion of Dissertation
- IP: in progress/ continuation -- * doctoral candidate will need to continue with dissertation writing for additional weeks as communicated by the dissertation committee.
 - For students who need to add weekly increments to complete
- R: Retake
 - For students who did not pass the written and/or oral defense on the 1st attempt.

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**

(Library/Media): Library resources provided using UOG RFK Library.

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The instructor will maintain scheduled office hours.

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Dissertation Style Guide Template – forthcoming –

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Approved



Disapproved


[Anita Borja Enriquez- Approved \(May 30, 2023 13:13 GMT+10\)](#)

Senior Vice President, Academic & Student Affairs

May 30, 2023

Date

Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 17, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003o, ED-DR7018 Dissertation Research Final.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003o of your application for online delivery approval of course, ED-DR7018 Dissertation Research Final. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

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- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
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T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
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Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**





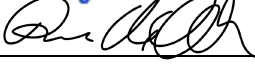
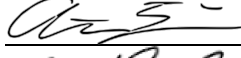

1. Course Number: ED-R 8000 Title: Scholarly Literature Review
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate ☒ Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)? _____

6. CATALOG DESCRIPTION (if course is a new course) :
This course will develop your library research strategies to access scholarly articles of literature. The research emphasis will include building your navigation library skills of scholarly research themes of interest, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practices based on a problem of interest.


7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.
The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

8. ADDITIONAL INFORMATION: **To use Moodle as the learning management system, current platform in use at UOG.**

9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
 APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Boria-Enriquez-Approved (May 30, 2023 13:05 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsĕdĕt GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-R 8000

College: Education

Course Title: Scholarly Literature Review

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As _____ is it part of a Degree Program? ☒ Yes ☐ No
_____ general education requirement
_____ elective

1. Catalog Description:

This course will develop your library research strategies to access scholarly articles of literature. The research emphasis will include building your navigation library skills of scholarly research themes of interest, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practices based on a problem of interest.

2. Course Content:

Course Topics by Weekly Module

Module 1: Explore the research strategies and focused terminology, access library resources and database(s) to access scholarly literature. Examination of scholarly literature review and similarities and distinctions of literature.

Module 2: Curate additional literature review of empirical research literature components.

Module 3: Utilize a literature review instrument to support multiple literature reviews to support literature review organizational skills.

Module 4: Develop research strategies for depth of additional resources of theoretical and/or conceptual framework of the problem of interest.

Module 5: Examine an extension of subtopics associated with the problem of practice.

Module 6: Curate a range of empirical research literature of essential components in an annotated bibliography.

Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer.

Module 8: Synthesize a range of scholarly literature to create a scholarly narrative of a problem in practice.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Examine potential research topics using library research strategies, resources, and databases.
2. Understand and build library research skills using academic terminology aligned with the topics of interest.
3. Understand the structure of the literature review process, organize information, and the examination of reference software.
4. Build a literature critique of scholarly literature from a range of scholarly articles.
5. Utilize the critical friend practice of exchange of academic writing.
6. Create a literature review supporting the narrative of a problem of practice.

6. Course Presentation / Delivery Method:

☐ Synchronous ☒ Asynchronous ☐ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** Moodle platform as the Learning Management System (LMS)

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Mini Research papers, critical Friend Feedback; Outline of a Research Paper, Annotated Bibliographies; Discussion Postings; and Signature Research Paper.

Methods of Evaluation:

1. Mini Research Papers 30%
2. Critical Friend Review 10%
3. Outline of Research Paper 10%
4. Annotated Bibliographies 20%
5. Discussion Postings 10%
6. Signature Research Paper 20%

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Bloomberg, L., & Volpe, M. (2015). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: Sage Publications.

Mertens, D. M. (2019). *Research and evaluation in education and psychology* (5th ed.). Thousand Oaks, CA: Sage Publishing Ltd.


Pan, L. M. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). New York: Routledge.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:05 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 18, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003p, ED-R8000 Scholarly Literature Review.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003p of your application for online delivery approval of course, ED-R8000 Scholarly Literature Review. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [Go Tritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.





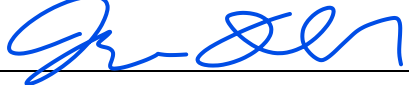




~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED-R 8001 Title: Qualitative Research Methodology
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate X Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)?
6. CATALOG DESCRIPTION (if course is a new course) :
 This course will cover an overview and orientation of qualitative research methods. It will introduce students to a variety of qualitative research method approaches and qualitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.
7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO
 SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.
 The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.
8. ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.
9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
 APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC) } Combined review		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Boria Enriquez- Approved (May 30, 2023 13:05 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-R 8001

College: **Education**

Course Title: **Qualitative Research Methodology**

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement
_____ elective

1. Catalog Description:

This course will cover an overview and orientation of qualitative research methods. It will introduce students to a variety of qualitative research method approaches and qualitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

2. Course Content:

Course Topics by Weekly Module

(Note: specific weekly learning activities will be in the course page in Moodle).

Module 1: Introduction and Overview of Qualitative Research

Module 2: Understanding the Different Qualitative Methods

Module 3: Review and critique qualitative research studies (Part 1)

Module 4: Review and critique qualitative research studies (Part 2)

Module 5: Designing your Qualitative Study (Part 1) – Approach

Module 6: Designing your Qualitative Study (Part 2) – Data Collection and Analysis

Module 7: Peer Review and Constructive Critique

Module 8: Presentation of Design of Qualitative Research Study

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Understand and define “what is qualitative research”, and in relation to the educational context and stakeholders.
2. Describe and know the purpose of using qualitative methods and the different qualitative approaches/methods to conduct educational research.
3. Review and constructively critique qualitative research studies.
4. Articulate and understand the inherent ethical responsibility for doing qualitative research.
5. Express and justify a problem or issue in practice, and develop a clear research question(s) appropriate to investigate using a qualitative approach.
6. Write and present an initial qualitative research study that describes the research topic, problem in practice, research question(s), and outlines the qualitative research design.

6. Course Presentation / Delivery Method:

☐ Synchronous ☒ Asynchronous ☐ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting a written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Methods of Evaluation (How are students graded?)

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% Application Activities: learning reflection of topics and issues in practice – application activities per weekly module related to Qualitative Research Methods
- 15% Review and critique qualitative research studies
- 20% Peer Review and Constructive Critique
- 20% Signature Activity: Design of Qualitative Research Study

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Required Texts:

Glesne, C. (2014). *Becoming qualitative researchers: An introduction* (5th Edition). Pearson.

Merriam, S.B., & Tisdell, E. J. (2016) *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Optional:

Saldana, J. (2021). *The coding manual for qualitative researchers (Fourth Edition)*. Thousand Oaks, CA: SAGE

Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences (5th Edition)*. New York: Teachers College Press.

Vanover, C.F., Mihas, P.A. & Saldana, J. (2021). *Analyzing and interpreting qualitative research: After the interview*. Thousand Oaks, CA: SAGE.

Required Writing APA Style Guide

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:


FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>



Approved




Disapproved


[Anita Borja Enriquez- Approved \(May 30, 2023 13:05 GMT+10\)](#)
Senior Vice President, Academic & Student Affairs

May 30, 2023

Date

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 18, 2023

TO: Faculty Senate
RE: Technical Review Report for Log #7003q, ED-R8001 Qualitative Research
Methodology.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003q of your application for online delivery approval of course, ED-R8001 Qualitative Research Methodology. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.





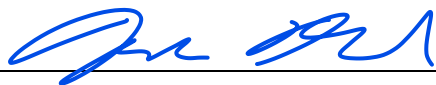




~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED-R 8002 Title: Quantitative Research Methodology
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate X Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)?
6. CATALOG DESCRIPTION (if course is a new course) :
 This course will cover an overview and orientation of quantitative research methods. It will introduce students to a variety of quantitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.
7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO
 SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.
 The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.
8. ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.
9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
 APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC) } UCRC/GCRC } Combined review		<u>05/29/2023</u>
		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
	(Endorsement of UCRC/GCRC Recommendation)	

APPROVED:


 Anita Boria Enriquez- Approved (May 30, 2023 13:15 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-R 8002

College: Education

Course Title: Quantitative Research Methodology

Credit Hours: 3 credit hours Semester

Date Of Final Approval: _____

Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement

_____ elective

1. Catalog Description:

This course will cover an overview and orientation of quantitative research methods. It will introduce students to a variety of quantitative research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

2. Course Content:

Course Topics by Weekly Module

DATE	COURSE CONTENT/ ACTIVITY	SUBMISSIONS	READINGS
Week One Module	Research: Who, what, when and how		Luker, Chapters 1 & 2; Balnaves and Caputi, Chapters 1 & 2
Week Two Module	Deduction and induction Causality Variables and operationalization	Reading Quiz #1	Luker, Chapters 3; Balnaves and Caputi, Chapter 3 & 4
Week Three Module	Experimental design and sampling Writing a research question	Reading Quiz #2 Enrichment Activity: Research question	Luker, Chapter 4; Balnaves and Caputi, Chapter 5 & 6
Week Four Module	Validity Considerations of a literature review	Reading Quiz #3 CITI Training Complete	Luker, Chapter 5 & 6; Balnaves and Caputi, Chapter 7 & 8

Week Five Module	Record keeping Coding Plotting and describing data	Reading Quiz #4 Enrichment Activity: Research instrument	Luker, Chapter 7 Balnaves and Caputi, Chapter 9 & 10
Week Six Module	Bivariate data, correlation, and regression Matrices Generalizing	Reading Quiz #5 Enrichment Activity: Developing a survey	Luker, Chapters 8 & 9; Balnaves and Caputi, Chapter 11 & 12
Week Seven Module	Using statistical software	Reading Quiz #6	Luker, Chapter 10 & 11; Balnaves and Caputi, Chapter 13 & 14
Week Eight Module	Interpreting and reporting empirical results	Reading Quiz #7 Enrichment Activity: Data analysis and reporting	N/A

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Report empirical research results to an academic audience.
2. Construct a research question with well-defined variables answerable using quantitative methods.
3. Evaluate the appropriateness of research topics and methods based on principles of research ethics.
4. Differentiate between deductive and inductive reasoning.
5. Operationalize variables and select valid and reliable instruments for their measurement
6. Use statistical software to assist in the collection and analysis of quantitative data.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

“Attendance and Participation [statement from Dr. Grunke’s course syllabus for the students]

Being present in body, mind, and spirit are all integral to being a successful learner, but staying connected in an online course requires a different conception of what it means to be present. Attendance, in this sense, is more than just being physically present. Instead, you are expected to be actively involved in our online community. While the online delivery adds some flexibility not always found in face-to-face courses, remember that you are responsible for keeping up with the work and making sure you are completing all assignments. Successful completion of the course requires active participation in asynchronous communal activities, in enrichment activities, and in the larger community of practice. While it does not directly affect your final grade, it makes a large indirect difference. As such, attendance will be taken based on such active participation in Moodle; you should plan to log into Moodle and submit assignments each week to maintain this attendance. The professor also will be observing your professional educator dispositions throughout this course and completing a rubric on you at the end of the semester through LiveText. . . .”

9. **Assessment / Evaluation Plan** (including verification of participant’s materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Methods of Evaluation (How are students graded?)

Requirement	Point Value	Total Points
Weekly Reading Quizzes	7 @ 3 points each	21
CITI Training		9

Enrichment Activities		
Writing a Research Question	10 points	70
Selection of a Research Instrument	15 points	
Developing of a survey	15 points	
Data analysis and reporting (The particular subjects of the enrichment activities may be subject to change, depending on the needs of the class.)	30 points	
TOTAL POSSIBLE		100

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources (Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.


12. Required and recommended texts and/or study guides:


Required Texts:

Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An investigative approach*. SAGE.

Luker, K. (2010). *Salsa dancing into the social sciences: Research in an age of info-glut*. Harvard University Press.

Other readings as assigned in Moodle

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:15 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Reviewed by: 
 Dr. Sharleen Santos-Bamba
 Vice Provost, AEGSOLL

April 18, 2023

TO: Faculty Senate
RE: Technical Review Report for Log #7003r, ED-R8002 Quantitative Research
Methodology.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003r of your application for online delivery approval of course, ED-R8002 Quantitative Research Methodology. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED-R 8003 Title: Research Design, Data Collection & Analysis
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate ☒ Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)? _____

6. CATALOG DESCRIPTION (if course is a new course) :

This course will cover an overview and orientation of research design methods. It will introduce students to a variety of qualitative and quantitative research method approaches and research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO



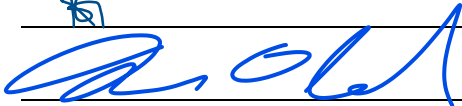




SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

8. ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.

9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:

APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


Anita Boria Enriquez-Approved (May 30, 2023 13:14 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-R 8003

College: Education

Course Title: Research Design, Data Collection &
Analysis

Credit Hours: 3 credit hours Semester

Offered: Out of Sequence

Date Of Final Approval: _____

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement

_____ elective

1. Catalog Description:

This course will cover an overview and orientation of research design methods. It will introduce students to a variety of qualitative and quantitative research method approaches and research designs (to include data collection and data analysis) applicable to address issues in education and organizations. A focus will be on using research to address issues in practice.

2. Course Content:

Course Topics by Weekly Module

- Module 1: Introduction and Overview of Research Design
- Module 2: Review and critique research studies
- Module 3: Research Problem Statement and Research Purpose Statement
- Module 4: Research Question(s) and Methodological Approach
- Module 5: Conceptual Frameworks
- Module 6: Research Design Proposal (Part 1)
- Module 7: Research Design Proposal (Part 2)
- Module 8: Constructive Critiques

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Review and critique educational research studies that employed qualitative and/or quantitative methods.
2. Describe and articulate a clear and coherent research problem statement.
3. Justify and articulate a clear and coherent research purpose statement.
4. Generate and articulate a clear and coherent research question(s).
5. Explain and articulate a methodological approach best to answer the research question(s).
6. Write a draft research design proposal and provide justification for the research method to support addressing the research question(s).
7. Constructively critique one's research design proposal and that of peers' on the soundness of the research design.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

Students are expected to actively participate in the asynchronous learning activities, that can include posting a discussion response, reply to an existing response, posting a written response to an activity, posting a question or conversation starter question, or other weekly activities. Instructor will maintain an active presence in the asynchronous sessions (i.e., respond to discussion posts, comments/feedback to work posted, etc.).

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Methods of Evaluation (How are students graded?)

- 30% Participation: weekly learning community online communication posts per the discussion post requirements and weekly individual post requirements.
- 15% Application Activities: Conceptual Framework & Research Design
- 15% Review and critique research studies
- 20% Peer Review and Constructive Critique
- 20% Signature Activity: Research Design Proposal

10. **Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources**
(Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

Instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Required Texts:

Burkholder, G.J., Cox, K.A., Crawford, L. M., Hitchcock, J. (2019). *Design and methods: An applied guide for the scholar-practitioner*. Thousand Oaks, CA: SAGE.

Creswell, J. W., & Creswell, D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th Edition)*. Thousand Oaks, CA: SAGE.

Ravitch, S. M., & Riggan, M. (2017). *Reason & rigor: How conceptual frameworks guide research (2nd Edition)*. Thousand Oaks, SAGE.

Optional:

Girden, E. R., & Kabacoff, R. I. (2011). *Evaluating research articles from start to finish*. Thousand Oaks, CA: SAGE.

Kara, H. (2022). *Qualitative research for quantitative researchers*. Thousand Oaks, CA: SAGE.

Supplemental:

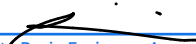
Additional learning information and resources (i.e., posted by instructor) per weekly module.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th edition, see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:14 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 18, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003s, ED-R8003 Research Design, Data Collection and Analysis,

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003s of your application for online delivery approval of course, ED-R8003 Research Design, Data Collection and Analysis. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct links to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](mailto:GoTritons@uog.edu)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

High-quality, online-delivered classes include:

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



UNIVERSITY
OF GUAM

Unibetsedåt GUAHAN

Office of Academic and Student Affairs

**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**






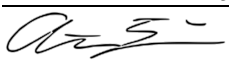

1. Course Number: ED-R 8004 Title: Critical Literature Review
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate ☒ Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)? _____

6. CATALOG DESCRIPTION (if course is a new course) :
Building on Scholarly Literature Review Course, this course will further strengthen scholarly literature organizational skills of research themes, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practice based on problems framed to building academic writing as the foundation to support future dissertation research and academic writing.
Prerequisite: Scholarly Literature Review

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

The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

8. ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.
9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
 APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Boria Enriquez- Approved (May 30, 2023 13:16 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-R 8004

College: Education

Course Title: Critical Literature Review

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement

_____ elective

1. Catalog Description:

Building on Scholarly Literature Review Course, this course will further strengthen scholarly literature organizational skills of research themes, theoretical and/or conceptual frameworks, methodology, and divergent points of view for educational practice based on problems framed to building academic writing as the foundation to support future dissertation research and academic writing.

Prerequisite: Scholarly Literature Review

2. Course Content:

Course Topics by Weekly Module

Module 1: Revision of a previous research paper of self-reflection of writing skills.

Module 2: Examine an extension of subtopics associated with the problem of practice.

Curate additional literature review of empirical research literature components using Stern's Matrix to an existing literature review of three additional scholarly articles.

Module 3: Demonstrate multiple literature reviews of three additional scholarly articles multi-task a minimum of 10 scholarly articles (previous research papers) to support multiple literature reviews to support literature review utilizing discovery task assemble to collect and analyze the patterns to strength literature organizational skills.

Module 4: Demonstrate multiple literature reviews that contribute to building advocacy argument.

Module 5: Interpret and analyze research of the defined topic, loping tools of argumentation, critique of literature, and review writeups.

Module 6: Draft an alpha numeric outline of the components of using advanced literature review skills.

Module 7: Cultivate advanced academic writing skills within the educational framework with feedback from a critical friend/peer of a draft research proposal.

Module 8: Draft Research Proposal of an educational topic of choice of the reason to support future research, the scope and sequence that respond to the educational landscape.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Utilize research strategies to clarify research topics that align with scholarly research or evidence-based research articles.
2. Understand the supporting structure of literature mapping to narrow research idea(s).
3. Develop and practice the tools of argumentation.
4. Understand the argument practice as a discovery task assembly of literature.
5. Construct an analysis of research arguments and case of analysis and evaluation.

6. Course Presentation / Delivery Method:

_____ Synchronous X Asynchronous _____ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** Moodle platform as the Learning Management System (LMS)

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO):

Mini Papers. Literature Mapping, Discussion Posts, Alpha Numeric Outline, Draft Research Paper, Change Matrix, Critical Friend Review, and Signature Paper

Methods of Evaluation:

Mini Papers - 20%
Literature Mapping - 10%
Discussion Posts - 10%
Alpha Numeric Outline 10%
Draft Research Paper - 10%
Change Matrix - 5%
Critical Friend Review 5%
Signature Paper - 30%

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources (Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Machi, L.A., & McEvoy, B.T. (2022). *The literature review: Six steps to success* (4th ed.). Thousand Oaks, CA: Corwin.


Pan, L. M. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). New York: Routledge.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:16 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
[Dr. Sharleen Santos-Bamba \(May 30, 2023 10:55 GMT+10\)](#)
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 18, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003t, ED-R8004 Critical Literature Review.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003t of your application for online delivery approval of course, ED-R8004 Critical Literature Review Research Design, Data Collection and Analysis. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct link to students in the syllabus for the free software download: [GoTritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.








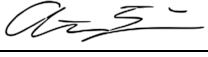

~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



**REQUEST FOR TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE FORM**

1. Course Number: ED-R 8005 Title: Advanced Qualitative Research
2. Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
3. Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
4. Level of Instruction: Undergraduate X Graduate (/G) Both
5. Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)?
6. CATALOG DESCRIPTION (if course is a new course) :
In this advanced qualitative methods course, students will be able to further develop qualitative research knowledge and skills pertinent to developing the research design and planning for doing data collection and analysis.
Prerequisite: Qualitative Research Methodology
7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO
 SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.
The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.
8. ADDITIONAL INFORMATION: **To use Moodle as the learning management system, current platform in use at UOG.**
9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
 APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Boria Enriquez-Approved (May 30, 2023 13:16 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

UnibetsĎĀt GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-R 8005

College: **Education**

Course Title: **Advanced Qualitative Research**

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement
_____ elective

1. Catalog Description:

In this advanced qualitative methods course, students will be able to further develop qualitative research knowledge and skills pertinent to developing the research design and planning for doing data collection and analysis.

Prerequisite: Qualitative Research Methodology

2. Course Content:

DATE	COURSE LECTURE/ACTIVITY	SUBMISSIONS	READINGS
Week One Module	Theorizing methodologies Methodology, epistemology, and island wisdom Introduction to interviewing	Discussion #1	Kvale & Brinkmann, Chapters 1-3; Koro-Ljungberg, Chapter 1
Week Two Module	Ethical considerations in interviewing Interview and context Triangulation, reflexivity, and “triangulaxivity”	Discussion #2 Enrichment Activity: Labels, Meaning, and Triangulation	Kvale & Brinkmann, Chapters 4 & 5; Koro-Ljungberg, Chapter 2
Week Three Module	Designing and interview study Conducting an interview Data matters Analytical interactions	Discussion #3 Research Project: Theory and Methods	Kvale & Brinkmann, Chapters 6 & 7; Koro-Ljungberg, Chapter 3

Week Four Module	Interview subjects Interviewing across lines (culture, age, power) Interview forms: narrative, discursive, conceptual Methodological fluidity: Massumi, Baudillard, Deleuze, and Mol	Discussion #4 Research Project: Research Participants and Interview Questions	Kvale & Brinkmann, Chapters 8 & 9; Koro-Ljungberg, Chapter 4
Week Five Module	Productive failures Transcribing Preparing for analysis Conducting archival research	Discussion #5 Enrichment Activity: Connection, Image, and Dilemma	Kvale & Brinkmann, Chapters 10 & 11; Koro-Ljungberg, Chapter 5; Hill, Chapters 8 & 9 (see Moodle for more details)
Week Six Module	The responsibility of the researcher Meaning and interpretation Language and discourse	Discussion #6 Research Project: Transcript, Coding, and Analysis	Kvale & Brinkmann, Chapters 12 & 13; Koro-Ljungberg, Chapter 6
Week Seven Module	Theoretical readings Analysis as bricolage Reliability and validity in qualitative research Special considerations for educational research	Discussion #7 Enrichment Activity: Ethical Paradox	Kvale & Brinkmann, Chapters 14 & 15; Koro-Ljungberg, Chapter 7
Week Eight Module	Audience and community Reporting results Reflection	Discussion #8 Research Project: Results (The full Research Project with all completed sections should be submitted.)	Kvale & Brinkmann, Chapters 16 & 17; Koro-Ljungberg, Chapter 8

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. Skills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Expected professional communication in terms of Online Netiquette.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Use multiple sources of data to triangulate and create a more comprehensive understanding of a researched phenomenon
2. Design, conduct, and transcribe a qualitative research interview.
3. Locate archival resources related to a research topic of interest.
4. Code qualitative research data (e.g., interview transcripts, archival sources) to organize and interpret them.
5. Employ theory to formulate a lens for analyzing research data.
6. Report empirical research results to an academic audience.
7. Evaluate the appropriateness of research topics and methods based on principles of research ethics.
8. Justify the selection of research methods by situating them within a methodological framework.

6. Course Presentation / Delivery Method:

Synchronous

X

Asynchronous

____mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other: Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

“Attendance and Participation [statement from Dr. Grunke’s course syllabus for the students]

Being present in body, mind, and spirit are all integral to being a successful learner, but staying connected in an online course requires a different conception of what it means to be present. Attendance, in this sense, is more than just being physically present. Instead, you are expected to be actively involved in our online community. While the online delivery adds some flexibility not always found in face-to-face courses, remember that you are responsible for keeping up with the work and making sure you are completing all assignments. Successful completion of the course requires active participation in asynchronous communal activities, in enrichment activities, and in the larger community of practice. While it does not directly affect your final grade, it makes a large indirect difference. As such, attendance will be taken based on such active participation in Moodle; you should plan to log into Moodle and submit assignments each week to maintain this attendance. The professor also will be observing your professional educator dispositions throughout this course and completing a rubric on you at the end of the semester through LiveText. . . .”

9. **Assessment / Evaluation Plan** (including verification of participant’s materials)

Refer to course syllabus attached with new course proposal form

Methods of Evaluation (How are students graded?)

Requirement	Point Value	Total Points
Discussions	8 @ 2.5 points each	20
Research Project Part 1: Theory and Methods Part 2: Research Participants and Interview Questions Part 3: Transcript, Coding, and Analysis Part 4: Results		50

Enrichment Activities Labels, Meaning, and Triangulation Connection, Image, and Dilemma Ethical Paradox (The particular subjects of the enrichment activities may be subject to change, depending on the needs of the class.)	3 @ 10 points each	30
TOTAL POSSIBLE		100

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources (Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling


The instructor will maintain scheduled office hours.
Advisement can take the form of scheduled meetings online or in-person or via phone communication.


12. Required and recommended texts and/or study guides:

Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. SAGE.

Koro-Ljungberg, M. (2015). *Reconceptualizing qualitative research: Methodologies without methodology*. SAGE.

Other readings as assigned in Moodle

<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:16 GMT+10) Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 18, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003u, ED-R8005 Advanced Qualitative Research.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003u of your application for online delivery approval of course, ED-R8005 Advanced Qualitative Research. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct link to students in the syllabus for the free software download: [Go Tritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

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

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity provider and employer.

- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG



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Office of Academic and Student Affairs

REQUEST FOR TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE FORM





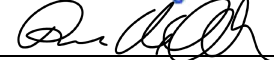
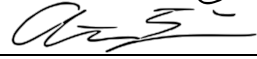

- Course Number: ED-R 8006 Title: Advanced Quantitative Research
- Credit Hour(s) : 3 Semester to be Offered: Out of Sequence
- Course Counts As (check all that apply):
☐ Part of a Degree Program
☐ General Education Requirement
☐ Elective
☐ Special Needs (Workshop, seminar, special topic...94 series, etc.)
- Level of Instruction: ☐ Undergraduate ☒ Graduate (/G) ☐ Both
- Is this course cross-listed with another department? NO
 If so, list the cross-listed catalog number (s)? _____

6. CATALOG DESCRIPTION (if course is a new course) :
 In this advanced quantitative methods course, students will be able to further develop quantitative research knowledge and skills pertinent to developing the research design and planning for doing data collection and analysis.
 Prerequisite: Quantitative Research Methodology

7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO
 SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.
 The program will rely on and use current university library resources. The program of study is an online program. Students will use and access the available database search websites for resource material (i.e., OneSearch, E-publications, ERIC, JSTOR, ProQuest Dissertations & Thesis, etc. available at: <https://www.uog.edu/student-services/rfk-library/>). Additionally, the current list of databases noted under the subject "Education" on the library "databases by subject" search page is sufficient. Recommendations for access and subscriptions to specific online journals will be addressed on an as needed request as the program expands.

8. ADDITIONAL INFORMATION: To use Moodle as the learning management system, current platform in use at UOG.

9. ATTACH TECHNOLOGY DELIVERED/OFF CAMPUS/DE COURSE OUTLINE FORM:
 APPROVAL RECOMMENDED BY:

UNIT	SIGNATURE (use BLUE pen please)	DATE
For Program		<u>03/14/2023</u>
Division Chair		<u>03/14/2023</u>
Chair, College AAC/CC		<u>03/15/2023</u>
Dean		<u>03/15/2023</u>
Technical Review (DESC)		<u>05/29/2023</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>
(Endorsement of UCRC/GCRC Recommendation)		

APPROVED:


 Anita Boria Enriquez- Approved (May 30, 2023 13:13 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



UNIVERSITY
OF GUAM

Unibetsedât GUAHAN

Office of Academic and Student Affairs

**TECHNOLOGY DELIVERED COURSE/
OFF CAMPUS/DE COURSE OUTLINE FORM**

Course Number: ED-R 8006

College: Education

Course Title: Advanced Quantitative Research

Credit Hours: 3 credit hours

Date Of Final Approval: _____

Semester Offered: Out of Sequence

Course Counts As

is it part of a Degree Program? ☒ Yes ☐ No

_____ general education requirement

_____ elective

1. Catalog Description:

This advanced quantitative methods course students will be able to further develop quantitative research knowledge and skills pertinent to developing the research design and planning for data collection and analysis.

Prerequisite: Quantitative Research Methodology

2. Course Content:

Course Topics by Weekly Module

Module 1: Analysis of the use of variables, methodological conventions of quantitative data collection, target population, variables, and results of a topic of interest.

Module 2: Analysis of the use of quantitative software to analyze a secondhand dataset of a experimental research design; distinguishing the designs and advantages of the use of true experiments and quasi-experiments. Explore the use of quantitative software.

Module 3: Analysis of the use of quasi-experimental design and use of quantitative software to analyze secondhand data set and distinguish the designs and advantages of the use of independent measures, repeated measures, and matched pairs.

Module 4: Analysis of the use of non-experimental research designs and distinguish the designs and advantages of the use of cross-sectional research, correlational research, and observational research. Research will include literature to support maximized control or decrease of human error.

Module 5: Analyze the use of experimental research designs, quasi-experimental research designs, and non-experimental designs of how to decrease experimental error and threats to validity aligned with current research to support maximized control or decrease of human error.

Module 6: Select a quantitative research design based on a problem of practice research scholarly literature review aligned with the problem of practice, use evidence from secondhand archival data.

Module 7: Critique of published measurement instruments in interest with resources explaining validity and reliability in preparation for a proposed or fictitious research proposal for one's future dissertation. Using quantitative software using secondhand data set to execute findings based on the data collection aligned with APA 7 writeup guidelines.

Module 8: Create a research fictitious quantitative proposal of the statement problem, purpose of research, research questions, type of research design, sample population; data collection strategies, considerations, limitations of the study, and ethical considerations for dissertation proposal.

3. Rationale for the Course:

This course is a required course in the EdD program of study.

4. kills and background required or expected/ prerequisite course(s):

Students must be able to prepare a Word document and an electronic presentation using a variety of presentation preparation software tools such as PowerPoint, VoiceThread, Prezi, etc.

Students will be using and expected to use Moodle for the asynchronous course.

5. Learning Objectives for Students:

Student Learning Outcomes:

1. Evaluate quantitative research designs focused on quantitative instruments, data assumptions, variable operationalizations, validity and reliability, and inferential designs.
2. Research quantitative methods: the research question(s), hypothesis, data collection parameters, and feasibility associated with quantitative design of a problem of practice in the educational setting.
3. Analyze quantitative methodology conventions aligned with the problem of practice used in the educational setting. The application of quantitative design of significant and non-significant effects, relationship, differences, and conclusions of quantitative design.
4. Analyze quantitative non-experimental methodological conventions that aligned with the problem of practice used in the educational setting.
5. Synthesize strategies aligned with a research proposal to be used within the quantitative research paradigm.
6. Apply statistical software for quantitative data collection and analysis for quantitative research study designs (ie., experimental designs, non-experimental designs).

6. Course Presentation / Delivery Method:

☐ Synchronous ☒ Asynchronous ☐ mix

[Synchronous]

_____ **On-Site (location):** _____ **Date(s):** _____
(skip to # 10)

(Off-Site) _____ **single site** _____ **multiple sites**

_____ **via Audio** (Tape/CD/Satellite Radio)
_____ **via MultiMedia** (Video Tape/CD-ROM/DVD/Satellite)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
_____ **Other:** _____

[Asynchronous]

_____ **via Tape** (Video/Audio/CD/DVD)
_____ **via Program Materials** (Computer Disk/CD-ROM/DVD)
_____ **via Internet** (Text /WEB/Chat Room/Steaming Audio/Video)
XX **Other:** **Moodle platform as the Learning Management System (LMS)**

7. **Alternative Delivery Methods** (if/when planned method is not operable):

Students can read off-line the course materials downloaded onto their electronic device.

8. **Faculty-Student Interaction Plan /Methods**

To maximizing the learning engagement with the learning content, self-reflection, engagement with critical friends, and incorporating feedback as part of our culture of learning assessment instructor feedback with students, course discussion posting, Moodle messaging, email communication, and phone discussions as needed.

Online Learning Environment Expectations and Instructor Response Time

- It is expected for all participants to be actively engaged as students in the asynchronous and synchronous learning activities, as we navigate as critical friends and colleagues, and a community that embraces diversity and differences in a respectful manner that celebrates diverse ideas for both written and vocal dialogue.
- The instructor response to students' inquiry and discussion post within 1-2 days.

9. **Assessment / Evaluation Plan** (including verification of participant's materials)

Refer to course syllabus attached with new course proposal form

Assessment Methods for Student Learning Outcomes (SLO)

Mini Analysis Papers, SPSS Practice Worksheet - 15%, Discussion Posts, Critique of Critique Template of a Measurement Instrument, Research Proposal Outline, and Quantitative Proposal Paper

Methods of Evaluation

Mini Analysis Papers -25%

SPSS Practice = 15%

Discussion Posts 10%

Critique Template of a Measurement Instrument - 10%

Research Proposal Outline -10

Quantitative Proposal Paper - 30

10. Plan for Supplemental Reference, Resources & Materials and Student Access to these Resources (Library/Media):

Library resources provided using UOG RFK Library

11. Plan for Student Advisement / Counseling

The instructor will maintain scheduled office hours.

Advisement can take the form of scheduled meetings online or in-person or via phone communication.

12. Required and recommended texts and/or study guides:

Balnaves, M., & Caputi, T. (2001). *Introduction to quantitative research methods: An investigative approach*. Thousand Oaks, CA: SAGE.

Luker, K. (2010). *Salsa dancing into the social sciences*. Harvard University Press.


Mertens, D. (2019). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage Publications.

Required Writing APA Style Guide


American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

FYI: an online resource for APA 7th education see: <https://apastyle.apa.org/blog/>

<input checked="checked" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 <u>Anita Borja Enriquez- Approved (May 30, 2023 13:13 GMT+10)</u> Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Revised: SVP 04/11 jsn – Technology Delivered Course/Off Campus /DE Course Outline Form-
Page 2 of 2

Reviewed by: 
Dr. Sharleen Santos-Bamba
Vice Provost, AEGSOLL

April 18, 2023

TO: Faculty Senate

RE: Technical Review Report for Log #7003v, ED-R8006 Advanced Quantitative Research.

Håfa Adai,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003v of your application for online delivery approval of course, ED-R8006 Advanced Quantitative Research. While your documentation is comprehensive, organized, and includes excellent resources, I do have recommendations.

It is recommended that the instructor take part in the Online Teacher Recourse Moodle training available through the OTR team. The OTR team strives to provide instructors and students with a certain standard and familiarity across the online learning environment that is supported by the UOG OIT department. Below are requested revisions in the final documents and syllabus.

My Technical Review checked to see if the Syllabus and Schedule documents provide students with more information, they need to be successful in an online-delivered class, including:

- For the Microsoft Office 365 tools and the Office of Information Technology (OIT), you may want to provide a direct link to students in the syllabus for the free software download: [Go Tritons Email | University of Guam \(uog.edu\)](#)
- Perhaps provide suggested specific device(s) equipment or hardware for accessing the online course like a laptop or desktop. For instance, Windows 11, IOS version, minimum processor, memory, and storage. You may also include links to the UOG software for students: <https://www.uog.edu/it/services-software/students/#Software>
- The course outline lists class synchronous meetings online with a face-to-face option. Will BBB be utilized for these meetings? The instructor may want to clarify this in the syllabus. UOG is highly recommending that faculty utilize Big Blue Button which is integrated into Moodle, locally hosted for fast connection speeds, allows for recording, automated video storage, break out rooms, an interactive whiteboard, attendance, group notes, private and public chats, and does not require a license, software installation, or external URL.
- The instructor may want to add information on if the required textbooks are available in the UOG bookstore, or if students can rent/purchase digital copies. Links and clarification may be helpful here.

While not available (or required) as part of the online approval process at this time, I encourage you to review and develop the **Moodle classroom** for this course in alignment to the syllabus with the following best practices of online teaching and learning.

High-quality, online-delivered classes include:

T: +1 671.735.6912 F: +1 671.734.2296 W: www.uog.edu

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

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- An audio or audio-visual Welcome Message (with text-only transcript for ADA accessibility)
- An audio-visual tour of the Moodle classroom (or Cengage in this case) showing students how to navigate the course and find essential information and resources (include captioning or a text-only transcript for ADA accessibility)
- An activity (quiz, assignment, or discussion) checking for students' understanding of online learning responsibilities and expectations.
- An un-graded general forum for course questions as well as non-course related student sharing.
- A course divided into learning units or modules aligned with the syllabus with clear expectations, deadlines, grading criteria, and supplemental or remediation opportunities.
- A course design where students have access to the course gradebook.
- A course design where students have access to model assignments or examples of quality work.
- A course design where students have a variety of opportunities to engage with the course materials, their instructor, and their peers.
- Course content that is verified for copyright compliance.
- Course content that follows universal design principles and is ADA accessible.

Thank you for submitting this document and for helping to create more pathways for student learning at the University of Guam. I encourage you, if you haven't already, to explore the resources available in the Online Teaching Resources – OTR@UOG faculty sharing hub: <https://moodle.uog.edu/course/view.php?id=3340> Enrollment Key: UOG_OLL_2020

Congratulations on satisfactorily meeting the criteria for this technical review in your Syllabus and Schedule Documents. Everything is organized and comprehensive. Please let me know if I can assist you further.



~Dean Olah, Ed.D.

Instructional Design Coach, Online Teaching Resources-OTR@UOG