



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

UOG Station, Mangilao, Guam 96923
Telephone: (671) 735-2990 • Fax: (671) 734-2296

SPECIAL MEETING
**Tuesday, June 6, 2023, 5 p.m., Office of Information Technology,
Student Computer Lab, Room 108
UOG, Mangilao, Guam**

AGENDA

- 1.0 CALL TO ORDER**
- 2.0 REPORTS FROM STANDING COMMITTEES**
 - 2.1 Academic, Personnel and Tenure (AP&T) Committee**
 - Action 2.1.1 Resolution No. 23-15, Relative to Adopting the Updated Nurses Pay Plan for Staff, Non-Faculty, Nurses
 - Action 2.1.2 Resolution No. 23-16, Relative to Approving the Doctor of Education (EdD) in Instructional and Academic Leadership
 - 2.2 Physical Facilities (PF) Committee**
 - Action 2.2.1 Resolution No. 23-17, Relative to Updating the University of Guam Board of Regents' Facility and Program Naming Policy
 - 2.3 Budget, Finance, and Audit (BFA) Committee**
 - Action 2.3.1 Resolution No. 23-18, Relative to Adopting the Adjusted General Pay Plan for UOG Classified Employees and Qualifying Staff Employees as Authorized by Public Law 37-3
 - 2.4 Executive Committee**
 - Action 2.4.1 Resolution No. 23-19, Relative to Amending the Employment Agreement for the President of the University of Guam
 - Action 2.4.2 Resolution No. 23-20, Relative to approving the University of Guam Board of Regents' Second Amended Bylaws
- 3.0 ADJOURNMENT**

1.0 CALL TO ORDER

2.0 REPORTS FROM STANDING COMMITTEES

2.1 ACADEMIC, PERSONNEL, AND TENURE (AP&T) COMMITTEE



UNIVERSITY OF GUAM
UNIBETSEDÁT GUÅHAN
Board of Regents

Resolution No. 23-15

**RELATIVE TO ADOPTING THE UPDATED NURSES PAY PLAN FOR
STAFF, NON-FACULTY, NURSES**

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

WHEREAS, the governance and well-being of UOG is vested in the Board of Regents (BOR) and authorized to develop rules and regulations governing the recruitment and selection of employees of the University;

WHEREAS, a “Nurse Professional Pay Structure and Differential Plan” was approved by the Governor of Guam on June 18, 2021, which did not include UOG’s student-focused Classified Community Health Nurse or non-faculty nursing employees that might be hired by other UOG units to provide their skills in non-formal instructional, research, or extension & outreach employment;

WHEREAS, notwithstanding the application to select nurses with the government of Guam, a new pay schedule was approved and administered by the government of Guam Department of Administration;

WHEREAS, in order to create parity, the BOR authorizes the use of the updated Nurse Pay Plan enclosed for purposes of compensating staff nurses employed by UOG under either the Classified government of Guam service or the Professional and Technical Employee category;

WHEREAS, UOG Administrative Council has reviewed this action and recommended that it be sent to the President for consideration to forward to the BOR Academic, Personnel and Tenure (AP&T) committee; and

WHEREAS, the Senior Vice President and Provost, President, and BOR AP&T Committee has reviewed this action and recommend this be sent to the full BOR for approval.

NOW, THEREFORE, BE IT RESOLVED, that the BOR approves the enclosed pay scale alignment for staff nurses.

Adopted this 6th day of June, 2023.

Liza J. Provido, Chairperson

ATTESTED:

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

Attachment #1

NURSE PAY PLAN 2021																		
Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18
N-U	\$99,264	\$103,026	\$106,929	\$110,981	\$115,186	\$119,551	\$124,080	\$128,017	\$132,079	\$136,270	\$140,593	\$145,054	\$149,656	\$154,405	\$159,304	\$164,358	\$169,573	\$174,953
N-T	\$92,770	\$96,285	\$99,933	\$103,720	\$107,650	\$111,729	\$115,963	\$119,642	\$123,438	\$127,354	\$131,395	\$135,564	\$139,865	\$144,303	\$148,882	\$153,605	\$158,479	\$163,507
N-S	\$86,298	\$89,568	\$92,962	\$96,484	\$100,140	\$103,934	\$107,872	\$111,295	\$114,826	\$118,469	\$122,228	\$126,106	\$130,107	\$134,236	\$138,495	\$142,889	\$147,422	\$152,100
N-R	\$79,906	\$82,933	\$86,076	\$89,337	\$92,722	\$96,236	\$99,882	\$103,051	\$106,321	\$109,694	\$113,175	\$116,765	\$120,470	\$124,293	\$128,236	\$132,305	\$136,503	\$140,834
N-Q	\$73,646	\$76,437	\$79,333	\$82,339	\$85,459	\$88,697	\$92,058	\$94,978	\$97,992	\$101,101	\$104,309	\$107,618	\$111,033	\$114,556	\$118,190	\$121,940	\$125,809	\$129,801
N-P	\$67,565	\$70,125	\$72,782	\$75,540	\$78,402	\$81,373	\$84,456	\$87,136	\$89,900	\$92,753	\$95,696	\$98,732	\$101,864	\$105,096	\$108,431	\$111,871	\$115,421	\$119,083
N-O	\$61,033	\$63,345	\$65,746	\$68,237	\$70,822	\$73,506	\$76,291	\$78,712	\$81,209	\$83,786	\$86,444	\$89,187	\$92,016	\$94,936	\$97,948	\$101,056	\$104,262	\$107,570
N-N	\$55,329	\$57,425	\$59,601	\$61,859	\$64,203	\$66,636	\$69,161	\$71,355	\$73,619	\$75,955	\$78,365	\$80,852	\$83,417	\$86,063	\$88,794	\$91,611	\$94,518	\$97,517
N-M	\$50,361	\$52,269	\$54,250	\$56,305	\$58,439	\$60,653	\$62,951	\$64,948	\$67,009	\$69,135	\$71,329	\$73,592	\$75,927	\$78,336	\$80,821	\$83,386	\$86,031	\$88,761
N-L	\$45,598	\$47,326	\$49,119	\$50,980	\$52,912	\$54,917	\$56,997	\$58,806	\$60,672	\$62,597	\$64,583	\$66,632	\$68,746	\$70,927	\$73,178	\$75,499	\$77,895	\$80,366
N-K	\$41,548	\$43,122	\$44,756	\$46,452	\$48,212	\$50,039	\$51,935	\$53,583	\$55,283	\$57,037	\$58,847	\$60,714	\$62,640	\$64,628	\$66,678	\$68,794	\$70,977	\$73,229
N-J	\$38,148	\$39,593	\$41,093	\$42,651	\$44,267	\$45,944	\$47,685	\$49,198	\$50,759	\$52,369	\$54,031	\$55,745	\$57,514	\$59,339	\$61,221	\$63,164	\$65,168	\$67,235
N-I	\$34,798	\$36,117	\$37,485	\$38,905	\$40,380	\$41,910	\$43,498	\$44,878	\$46,302	\$47,771	\$49,286	\$50,850	\$52,464	\$54,128	\$55,846	\$57,617	\$59,446	\$61,332
N-H	\$32,098	\$33,314	\$34,576	\$35,887	\$37,246	\$38,658	\$40,122	\$41,395	\$42,709	\$44,064	\$45,462	\$46,904	\$48,393	\$49,928	\$51,512	\$53,147	\$54,833	\$56,573
N-G	\$29,798	\$30,927	\$32,099	\$33,315	\$34,577	\$35,888	\$37,247	\$38,429	\$39,648	\$40,906	\$42,204	\$43,543	\$44,925	\$46,350	\$47,821	\$49,338	\$50,904	\$52,519
N-F	\$27,798	\$28,851	\$29,944	\$31,079	\$32,256	\$33,479	\$34,747	\$35,850	\$36,987	\$38,161	\$39,371	\$40,621	\$41,910	\$43,239	\$44,611	\$46,027	\$47,487	\$48,994

University of Guam

Request for Official Action on a Policy or Regulation

1. **Date of this request:** 3 /22 /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:** HRO/EMSS
4. **Action proponent name:** J.Gumataotao & L. Camacho email: gumataotaoj@triton.uog.edu phone: Ext. 2350
5. **Action requested:** To approve the updated Nurses Pay Plan to align UOG nurses with GovGuam pay schedule

6. **Justification supporting action request:** To ensure equity and alignment with others similarly situated in position

7. **Requested effective date of action, if approved:** 4 /27 /2023

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 type="checkbox"/> Other _____ |
|--|---|

Location of proposed alteration in manual: _____ **Version dated:** ___/___/___

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	_____	_____ / _____	___/___/20__
Appropriate Dean/Director/ Admin <input type="checkbox"/> NA	<u>EMSS Dean</u>	<u>Dr. Lawrence F. Camacho</u>	<u>3/23/2023</u>
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	<u>Chairperson</u>	<u>Rachel F. Cubacub</u>	<u>Passed by AC on 5/10/23</u>
Faculty Senate <input type="checkbox"/> NA	_____	_____ / _____	___/___/20__
Faculty Union <input type="checkbox"/> NA	_____	_____ / _____	___/___/20__

11. **Administration Approvals** (as applicable)

<u>Anita B. Enriquez, DBA</u> , SVP&P	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>May 30, 2023</u>
<u>Randall V. Wiegand</u> , VPAF/CBO	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>Jun 2, 2023</u>
<u>Thomas W. Krise, Ph.D.</u> , UOG President	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>Jun 2, 2023</u>
<u>Janice Malilay, Chair</u> , BOR AP&T Comm	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>June 6, 2023</u>
<u>Liza J. Provide</u> , Chair, Board of Regents	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>6/6/23</u>



**UNIVERSITY OF GUAM
UNIBETSEDÁT 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.

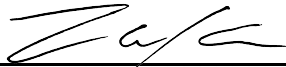
NOW, THEREFORE, BE IT RESOLVED, that the BOR hereby approves the EdD in Instructional and Academic Leadership, effective AY 2024-25.

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"/> RFK Library or MARC
<input type="checkbox"/> Academics	<input type="checkbox"/> Office of Information Technology
<input type="checkbox"/> Auxiliary Services _____	<input type="checkbox"/> Office of Marketing & Communications
<input type="checkbox"/> Business Office _____	<input type="checkbox"/> Office of Research & Sponsored Programs
<input type="checkbox"/> Enrollment Management & Student Success	<input type="checkbox"/> Safety & Security
<input type="checkbox"/> Facilities Maintenance & Services	<input type="checkbox"/> Triton Athletics
<input type="checkbox"/> Graduate Studies	<input checked="" type="checkbox"/> Other <u>Graduate Catalog</u>
<input type="checkbox"/> Human Resources Office	

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)

<u>Dr. Anita Borja Enriquez</u>	SVP&P	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	May 30, 2023
_____	VPAF/CBO _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____
<u>Dr. Thomas W. Krise</u>	UOG President	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	May 30, 2023
<u>Dr. Janice Malilay</u>	Chair, BOR Comm	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	June 6, 2023
<u>Liza J. Provido</u>	Chair, Board of Regents	<input checked="" 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 [X] Graduate
4. Proposed Effective Date (Catalog/Bulletin): Fall 2023 (Fanuchånan 2023)
5. Proposal Document: Attach proposal document to this form. See "Procedure for Proposals to Establish New Programs".
6. APPROVAL Recommended by:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, of College, UCRC/GCRC, and President, Faculty Senate (if substantive).

APPROVED:

Approval signatures and dates: Anita Borja Enriquez (Senior Vice President), Thomas Krise (President), and Dr. Sharleen Santos-Bamba (Chairperson, Board of Regents).

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
UNIBETSEDÁT GUAHAN

Twenty-second Faculty Senate

EXECUTIVE COMMITTEE

Christopher Garcia-Santos
PRESIDENT

Doreen Crisostomo-Muña
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)

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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 respectful 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 defensible 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://www.northeastern.edu/education/what-is-the-difference/).
- 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://www.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://www.baylor.edu/education/doctorate-in-education-edd/)
 - Chaminade University [EdD in Organizational Leadership – Chaminade University of Honolulu](http://www.chaminade.edu/education/ed-in-organizational-leadership/) (WSCUC accredited and online program)
 - George Washington University <https://gsehd.gwu.edu/programs/doctorate-educational-leadership-and-administration>
 - La Sierra University <https://lasierra.edu/education/edad/degree-programs/#c3401> (WSCUC Accredited)
 - MaryMount University <https://online.marymount.edu/programs/online-edd-doctor-of-education>
 - National University [Ed.D. in Organizational Innovation | National University \(nu.edu\)](http://www.nyu.edu/education/ed-in-organizational-innovation/) (WSCUC accredited)
 - North Central University [Doctor of Education \(EdD\) Degree | Northcentral University \(ncu.edu\)](http://www.ncu.edu/education/doctor-of-education-edd-degree/)
 - NYU [Curriculum | NYU Steinhardt EdD in Leadership & Innovation](http://www.nyu.edu/education/curriculum/)
 - RadFord University <https://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>
<https://rossieronline.usc.edu/doctorate/edd-online/>
<https://rossieronline.usc.edu/doctorate/edl/>
 - University of Dayton <https://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, Micronesia 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**
 - Vitrally, 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**

Academic Year	Estimate Enrollment No. of Students in Cohort*	
	<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	M, 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	M, 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 align="center"><u>Foundation</u> 4 courses at 3 = 12 [12 credits]</p>	<p align="center"><u>Research</u> 5 courses/15 credits: (3 Intro Research courses) (1 Advanced Research) (1 Research Design course) [15 credits]</p>	<p align="center"><u>Concentration courses in:</u> <i>Instructional & Academic Leadership</i> 6 concentration courses /18 credits [18 credits]</p>	<p align="center"><u>Dissertation</u> [5 = 15 credits] 1 Candidacy course 1 Proposal course <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 FAŃOMNĀKAN	Spring 2028 FANUCHĀNAN	Summer 2026 FINAKPO'	Fall 2026 FAŃOMNĀKAN
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 FANUCHĀNAN	Summer 2023 FINAKPO´	Fall 2023 FAÑOMNĀKAN	Spring 2024 FANUCHĀNAN	Summer 2024 FINAKPO´	Fall 2024 FAÑOMNĀKAN
			<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 FANUCHĀNAN	Summer 2025 FINAKPO´	Fall 2025 FAÑOMNĀKAN	Spring 2026 FANUCHĀNAN	Summer 2026 FINAKPO´	Fall 2026 FAÑOMNĀKAN
<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</p> <p>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>	<p>Not provided or addressed in the paper and presentation.</p>	<p>Unelaborated or poorly elaborated narrative that did not provide clear description of the research to application connection of the problem in practice.</p>	<p>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.</p>	<p>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.</p>

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* writing style <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>	<p>Not provided or addressed in the paper and presentation.</p>	<p>Unelaborated or poorly elaborated narrative that did not provide clear description of the cultural perspective/leadership for cultural responsiveness component.</p>	<p>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.</p>	<p>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.</p>

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

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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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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)

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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 (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

Week 3	Readings, Assignments, Activities	SLO Alignment
	<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

Week 4	Readings, Assignments, Activities	SLO Alignment
	<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

Week 5	Readings, Assignments, Activities	SLO Alignment
	<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

Week 6	Readings, Assignments, Activities	SLO Alignment
	<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

Week 7	Readings, Assignments, Activities	SLO Alignment
	<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

Week 8	Readings, Assignments, Activities	SLO Alignment
	<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:

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

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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

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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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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,

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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.

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: 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.

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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: 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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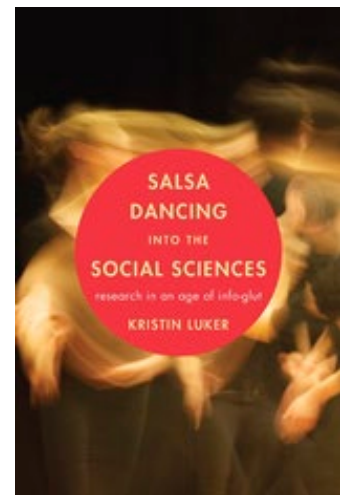
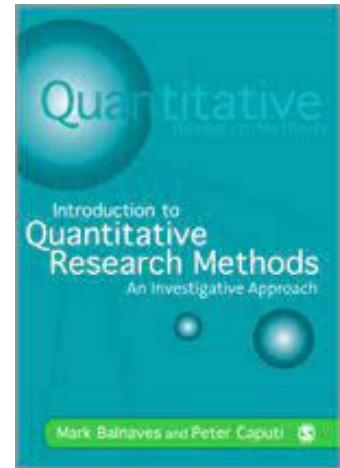
Required Texts:

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.

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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

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	<p style="text-align: center;">1</p> <p>Use research and data to inform leadership roles and decision-making on issues in a variety of K-20 educational contexts.</p>	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	<p style="text-align: center;">8</p> <p>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.</p>	Research Project	2. Plan, conduct, and complete a significant research or creative project
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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 lateness 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.
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% 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.

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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

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

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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 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:

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****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

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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 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: 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.

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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.

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A+	98-100%: Outstanding
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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

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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.
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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 with 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

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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

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

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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.

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.

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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>).

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/led120>

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

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.

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>).

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

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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**EdD Program Learning Outcomes (PLOs):**

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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>(date)</u>	<u>Readings, Assignments, Activities</u>	<u>SLO Alignment</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?

Week 6	Readings, Assignments, Activities	SLO Alignment
	<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

Week 7	Readings, Assignments, Activities	SLO Alignment
	<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

Week 8	Readings, Assignments, Activities	SLO Alignment
	<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)

Week 9	Readings, Assignments, Activities	SLO Alignment
	<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

Week 10	Readings, Assignments, Activities	SLO Alignment
	<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

Week 11	Readings, Assignments, Activities	SLO Alignment
	<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)

Week 12	Readings, Assignments, Activities	SLO Alignment
	<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

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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:

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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

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.

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,

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**

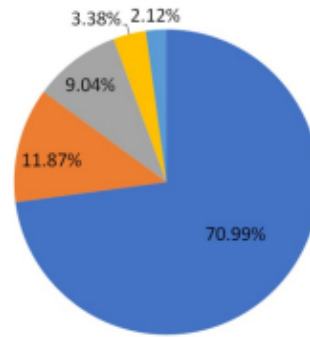
(EdD in Instructional and Academic Leadership)

School of Education

University of Guam/Unibetsedåt Guåhan

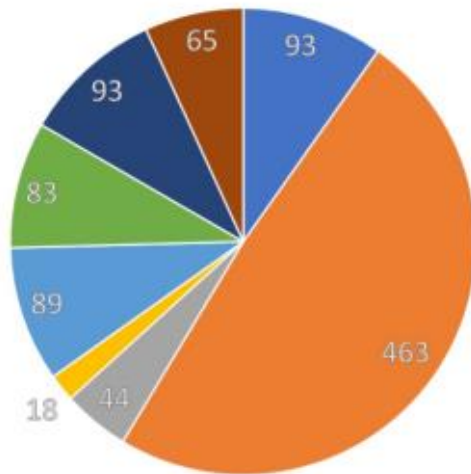
Survey Dashboard

75.86% - Completion Rate
 965 - Completed
 1,976 - Viewed
 1,272 - Started
 307 - Dropouts
 5 minutes - Average Time



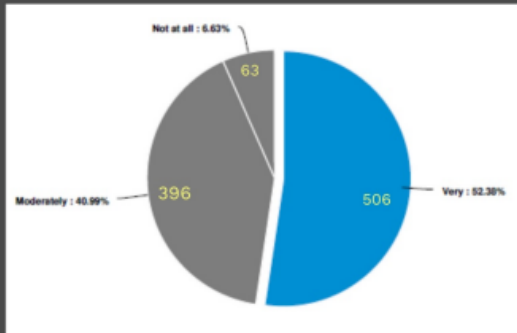
■ Guam ■ US ■ MP ■ FM ■ JP

Please select the best option that describes your current engagement as a professional:



- Postsecondary faculty
- K12 faculty
- Education administrator (e.g. school principal, school assistant principal)
- Education administrator (e.g. Superintendent, Deputy, Division Head, etc.)
- Staff at a school district or state level (e.g. Curriculum Specialist, Program Coordinator, etc.)
- Professional at a private non-education sector (e.g. private hospital, private corporation, etc.)
- Professional at a non-education government sector (e.g. Department of Public Health, etc.)
- Other category (e.g. member of education board)

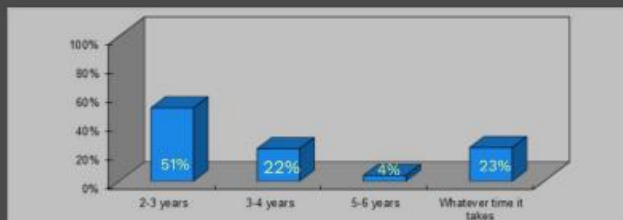
To what extent are you interested in pursuing studies toward a Doctor of Education?



What area(s) of specialization are you interested in?

- 37.7% Educational Leadership & Management
- 17.2% Educational Specialist
- 15.08% Instructional Leadership
- 13.8% Micronesia 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?

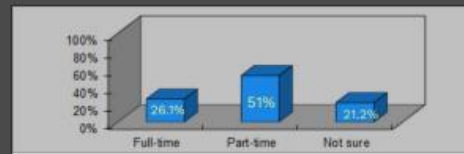
69.77% - Yes
30.23% - No

Would you require financial assistance to pursue this Ed.D. degree?

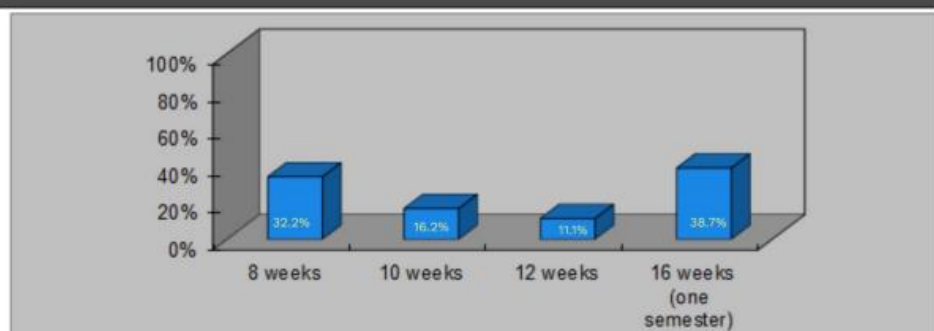
90.7% - Yes
6.1% - No
3.1% - Missing

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-Harathi, 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-Harathi, 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

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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*. Micronesian 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, Micronesian Educator, Fall 2022-Present**
- Assistant Editor, Micronesian 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 Sourdout 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)	The submission is detailed and well done I made a few comments for additional ideas around 3.6-other than that-I really wish the SOE the best! I do know the SOE and AERS is ready! Best wishes-I will be more than happy for future support if needed Kind regards., Unaisi

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.	Scholalry 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.

Marshaley 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	
<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>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</p>
	<p>Curriculum Map (Appendix 2) and Program of Study (Appendix 3). For example, EDR 8003 in Appendix 5 is the</p>

Additional Comments:

Comments for remaining appendices continued in attached file.

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.

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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.	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.
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 AA1) 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 Tiyon 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

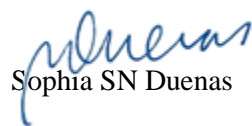
Reference: Post-Master's Program - Doctor of Education Degree (EdD) in Instructional and Academic Leadership

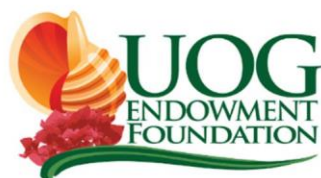
Buenas yan Hafa Adai! I write this letter in support of the offering of a new post-master's program, Doctor of Education degree (EdD) in Instructional and Academic Leadership. As an alumna of the University of Guam for both my undergraduate and graduate degrees, I am proud to say that the School of Education 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

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Associate Director
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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, 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

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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 Agana, Office of Catholic Education

Subject: Letter of Support for Doctor of Education degree (EdD)

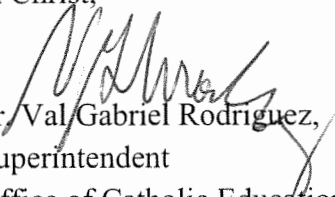
Hafa Adai Dr. Aguon,

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



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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

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 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		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 13:01 GMT+10)
SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

 DATE

Reviewed by: 
Sharleen Santos-Bamba (May 30, 2023 11:14 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

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*. 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* (5th ed.). New York, NY: Routledge Taylor & Francis Group.

10. Subsequent Courses:



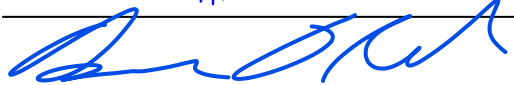



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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:

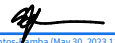
UNIT	SIGNATURE (use BLUE ink please)	DATE
For Program		<u>11/3/2022</u>
Division Chair		<u>11/3/2022</u>
Chair, College AAC/CC		<u>11/4/2022</u>
Dean, of College		<u>11/4/2022</u>
UCRC/GCRC		<u>May 29, 2023</u>
President, Faculty Senate		<u>05/29/2023</u>

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anita Borja Enriquez- Approved (May 30, 2023 13:00 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023
 DATE


 Reviewed by: Sharleen Santos-Bamba (May 30, 2023 11:18 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

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:






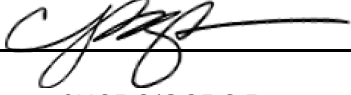
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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: 
Sharleen Santos-Bamba (May 30, 2023 11:20 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

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:



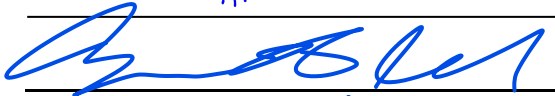



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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.

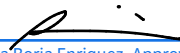
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

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


Sharleen Santos-Bamba (May 30, 2023 11:20 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

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:



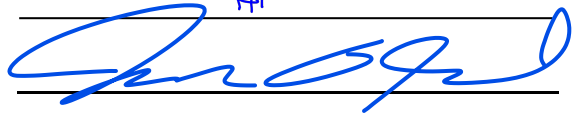

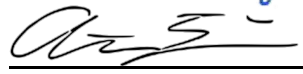

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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	 _____	<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 \(May 30, 2023 12:55 GMT+10\)](#)
 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

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 measurement
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:




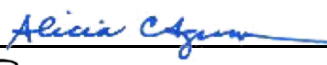


Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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

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

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:






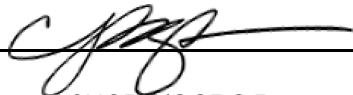
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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


Sharleen Santos-Bamba (May 30, 2023 11:12 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

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:



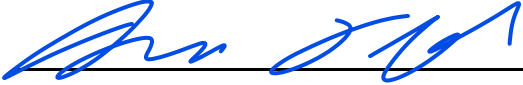

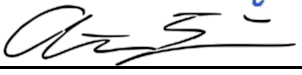

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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

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 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		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 11:31 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

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:





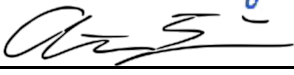

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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		<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:


Anitá 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

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 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*. Coppell, 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.

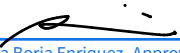
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

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	 <i>Alicia C. Aguiar</i>	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


Sharleen Santos-Bamba (May 30, 2023 11:28 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

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.

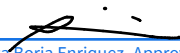
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

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

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:



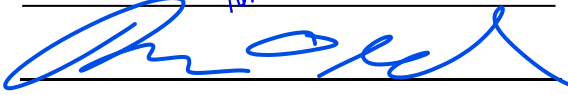



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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	 <i>Alicia C. Aguiar</i>	11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anitã Borja Enriquez - Approved (May 30, 2023 13:16 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023
 DATE


Sharleen Santos-Bamba (May 30, 2023 10:54 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

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 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:





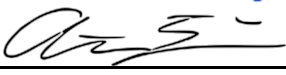

Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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		<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 13:13 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

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:



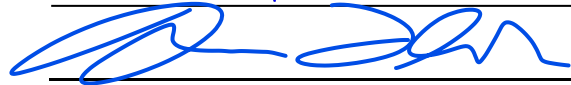



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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	 _____	<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:


Anitá Borja Enriquez - Approved (May 30, 2023 13:16 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023

 DATE

Reviewed by: 
Sharleen Santos-Bamba (May 30, 2023 10:55 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

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		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: 
Sharleen Santos-Bamba (May 30, 2023 11:25 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

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:



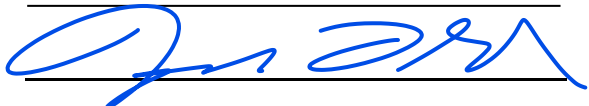

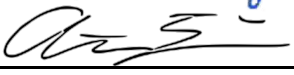

ED-DR 7017 Dissertation Research Advance
ED-DR 7018 Dissertation Research Final

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: 
Sharleen Santos-Bamba (May 30, 2023 11:10 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

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	 <i>Alicia Cagum</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 13:08 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:

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

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 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 \(sydney.edu.au\)](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>

10. Subsequent Courses:






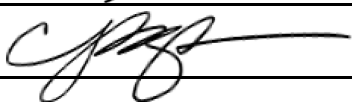
Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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 12:52 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

May 30, 2023
 DATE

Reviewed by: 
Sharleen Santos-Bamba (May 30, 2023 11:33 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

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 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:



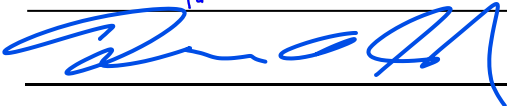



Subsequent courses are the required EdD courses in the program of study as outlined in the proposed course sequence schedule.

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.

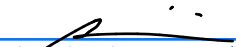
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

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


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

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.

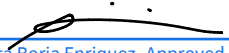
The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

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: Sharleen Santos-Bamba (May 30, 2023 12:19 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

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:



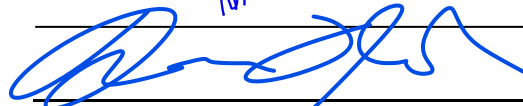



None. This is the final course for completion of EdD Program of Study.

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	 Alicia C. Cruz	11/4/2022
UCRC/GCRC		May 29, 2023
President, Faculty Senate		05/29/2023

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:


Anitá 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



REQUEST FOR TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE FORM

- 1. Course Number: ED 7000 Title: Introduction Seminar for the EdD
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 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.

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 13:01 GMT+10) SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



**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)
 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

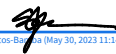
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

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

<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	 Anita Borja Enriquez - Approved (May 30, 2023 13:01 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 \(May 30, 2023 11:34 GMT+10\)](#)
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: [Go Tritons 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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Borja Enriquez - Approved (May 30, 2023 13:00 GMT+10)

May 30, 2023



**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? 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 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*. 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* (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="" 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
--	--------------------------------------	--	----------------------

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 \(uog.edu\)](#)
- 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



REQUEST FOR TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE FORM

1. Course Number: ED 7002 Title: Theories for Leadership & 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 Elective
General Education Requirement 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 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.

7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE:
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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 12:59 GMT+10)

May 30, 2023



**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? 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 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 \(uog.edu\)](#)
- 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)

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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

1. Course Number: ED 7003 Title: Diversity, Ethics, and Leadership for Educational and Organizational Contexts
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 Elective
General Education Requirement 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 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.

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 12:57 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



**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="" 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 \(May 30, 2023 11:20 GMT+10\)](#)
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 \(uog.edu\)](#)
- 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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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

- 1. Course Number: ED 7005 Title: Instructional & Visionary Leadership
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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

6. CATALOG DESCRIPTION (if course is a new course): 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.

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 12:55 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 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 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)
 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="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 12:55 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 #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 \(uog.edu\)](#)
- 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



REQUEST FOR TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE FORM

- 1. Course Number: ED 7007 Title: Program Evaluation and Data for Evidence-Based Performance
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 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.

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/).

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC) and UCRC/GCRC (combined review), and President, Faculty Senate.

APPROVED:

Anita Boria 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 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="" 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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Reviewed by: 
[Dr. Sharleen Santos-Bamba \(May 30, 2023 11:25 GMT+10\)](#)
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 \(uog.edu\)](#)
- 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)

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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



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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

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...

7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: 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...

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Borja Enriquez- Approved (May 30, 2023 12:54 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE

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 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*. Coppell, TX: Butler Leadership Consulting.

Coffin S.V. & Cooper, B.S. (2018). *District financial leadership today*. Maryland: The Rowman & Littlefield Publishing Group, Inc.

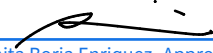
Mazurkiewics, G. & Fischer, J.M. (2021). *The power of responsive educational leadership: Building schools for global challenges*. New York, NY: Routledge Taylor & Francis Group.

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="" 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: 
[Sharleen Santos Bamba \(May 30, 2023 11:28 GMT+10\)](#)
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 \(uog.edu\)](#)
- 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



REQUEST FOR TECHNOLOGY DELIVERED COURSE/ OFF CAMPUS/DE COURSE FORM

- 1. Course Number: ED 7009 Title: Strategic Planning and Leadership
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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO
6. CATALOG DESCRIPTION (if course is a new course): 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.
7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: The program will rely on and use current university library resources.
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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 12:53 GMT+10)

May 30, 2023



**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)
 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="" 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	<u>May 30, 2023</u> 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 11:29 GMT+10)
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: [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 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.

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- 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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

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

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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 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.

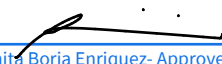
Shapiro, J. P. & Stefkovich, J. A. (2022). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th edition). New York, NY: Routledge Taylor & Francis Group.

Required Writing APA Style Guide


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="" 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 #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:

- 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 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.

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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 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 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, 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 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.

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/).

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 12:52 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



**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? [X] 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="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez - Approved (May 30, 2023 12:52 GMT+10) Senior Vice President, Academic & Student Affairs	<div style="font-size: 24pt; font-weight: bold;">May 30, 2023</div> <hr style="border: 0; border-top: 1px solid black;"/> Date
---	---	--

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,

I reviewed your Syllabus and Schedule documents submitted as part of Log #7003j of your application for online delivery approval of course, ED7013 Leadership and Learning for the Western Pacific Region and Global Arena. 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 \(uog.edu\)](#)
- 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)

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

- 1. Course Number: ED-DR 7014 Title: Candidacy Advancement
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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

6. CATALOG DESCRIPTION (if course is a new course): 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.

7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: 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/).

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 13:08 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



**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? [X] 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)
 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

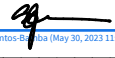
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Electronic Resources:

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

<input checked="" 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: 
Sharleen Santos-Bamba (May 30, 2023 11:07 GMT+10)
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)

- 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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 13:07 GMT+10) SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023 DATE



**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? 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)
 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="" 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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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 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.
- 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-DR 7016 Title: Dissertation Research Beginnings
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
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.

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:

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/).

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 13:06 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



**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/>

<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> 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: 
[Dr. 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: [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)

- 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 7017 Title: Dissertation Research Advance
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 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.

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC) and UCRC/GCRC (Combined review), and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 12:50 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



**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 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:

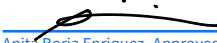
Required Writing APA Style Guide

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/>

<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 12:50 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 \(May 30, 2023 12:19 GMT+10\)](#)
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 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 7018 Title: Dissertation Research Final
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 Elective General Education Requirement 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

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 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/).

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez- Approved (May 30, 2023 13:13 GMT+10)

May 30, 2023



**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.

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 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.

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/>

<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:13 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 #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.

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)

- 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 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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Signature of Anita Boria Enriquez, SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023 DATE



**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="" 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)

- 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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 13:05 GMT+10) SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023 DATE

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)
 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.

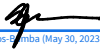
Required Writing APA Style Guide

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/>

<input 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
---	--	----------------------

Reviewed by: 
[Sharleen Santos-Bamba \(May 30, 2023 11:13 GMT+10\)](#)
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 \(uog.edu\)](#)
- 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 Elective General Education Requirement 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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 13:15 GMT+10) SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023 DATE



**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 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)
- 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="" 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 \(uog.edu\)](#)
- 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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

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...

7. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: 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...

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 13:14 GMT+10) SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS May 30, 2023 DATE



**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 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)
 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="" 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 \(uog.edu\)](#)
- 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 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 Elective
General Education Requirement 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) :
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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 13:16 GMT+10)

SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023

DATE



**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 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)
 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.

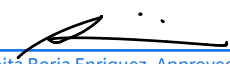
Pan, L. M. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). New York: Routledge.

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="" 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: 
[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 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.
- 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 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 Elective
General Education Requirement 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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

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 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

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	 <u>Anita Borja Enriquez- Approved (May 30, 2023 13:16 GMT+10)</u> Senior Vice President, Academic & Student Affairs	May 30, 2023 Date
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Reviewed by: 
Sharleen Santos-Bamba (May 30, 2023 10:54 GMT+10)
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 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.
- 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 8006 Title: Advanced Quantitative 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
4. Level of Instruction: Undergraduate, X Graduate (/G), Both
5. Is this course cross-listed with another department? NO

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:

Table with 3 columns: UNIT, SIGNATURE (use BLUE pen please), DATE. Rows include For Program, Division Chair, Chair, College AAC/CC, Dean, Technical Review (DESC), UCRC/GCRC, and President, Faculty Senate.

APPROVED:

Anita Boria Enriquez - Approved (May 30, 2023 13:13 GMT+10) SENIOR VICE PRESIDENT ACADEMIC & STUDENT AFFAIRS

May 30, 2023 DATE



**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? [X] 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="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	 Anita Borja Enriquez- Approved (May 30, 2023 13:13 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 \(May 30, 2023 11:05 GMT+10\)](#)
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 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.
- 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

2.2 PHYSICAL FACILITIES (PF) COMMITTEE



UNIVERSITY OF GUAM
UNIBETSEDÁT GUÁHAN
Board of Regents

Resolution No. 23-17

**RELATIVE TO UPDATING THE UNIVERSITY OF GUAM BOARD OF REGENTS'
FACILITY AND PROGRAM NAMING POLICY**

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

WHEREAS, the governance and well-being of UOG is vested in the Board of Regents (BOR);

WHEREAS, UOG's Charter (17 GCA, Chapter 16, §16104.8) authorizes the BOR to designate by appropriate name, buildings and facilities on the University campus and any buildings and facilities under its jurisdiction not located on the University campus, and shall develop a policy for the naming of buildings and facilities;

WHEREAS, this policy includes the naming or renaming of activities, programs, awards, spaces, virtual spaces, or other assets and items, as well as provide guidance on whether to accept and how to handle and categorize donations, gifts and bequests, and how to recognize Donors, including protocols for determining permanent or limited term recognitions;

WHEREAS, additional guidance has been provided on what constitutes a program, how to acknowledge the name of physical assets, and an updated Donation Naming Pricing Guide;

WHEREAS, the UOG Endowment Foundation (UOGEF) is a private, not-for-profit corporation organized exclusively for charitable, scientific, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954 and operates exclusively for the benefit of UOG;

WHEREAS, UOG and UOGEF worked cooperatively in updating the UOG BOR Facility and Program Naming Policy and recommend approval of the enclosed updated policy; and

WHEREAS, the enclosed updated policy was reviewed by the President and Physical Facilities Committee, and the Budget, Finance, and Audit Committee and recommend approval by the BOR.

NOW, THEREFORE, BE IT RESOLVED, that the BOR approves the enclosed updated UOG BOR Facility and Program Naming Policy; and


BE IT FURTHER RESOLVED, that the enclosed updated UOG BOR Facility and Program Naming Policy supersedes BOR Resolution 22-08 and all other policies related to facility and program naming for UOG.

Adopted this 6th day of June, 2023.



Liza J. Provideo, Chairperson

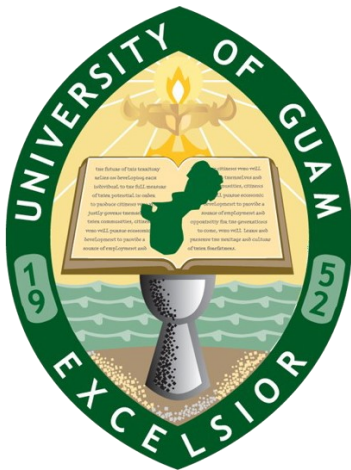
ATTESTED:



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

UOG Board of Regents

Facility and Program Naming Policy



University of Guam Facility and Program Naming Policy

University of Guam Policy / Procedure Face Sheet Template

Policy Type	<input checked="" type="checkbox"/> Board; <input type="checkbox"/> Board-approved; <input type="checkbox"/> President; <input type="checkbox"/> President-approved; <input type="checkbox"/> Other				
Policy/Procedure Manual Name	University of Guam Facility and Program Naming Policy				
Article No.		Article Title	Policies of the UOG Board of Regents		
Insert Policy / Procedure in		_____			
Approval Authority	Board of Regents	Effective	6 / /2023	Most Recent Review	6 / /2023
Responsible Executive	Secretary of the Board of Regents	Resolution No (or other tracking no).	22-08	Date of Next Required Review (date set by Board)	6 / /2023
Responsible Office	Office of the Secretary of the Board of Regents	Revision Tracking	Updated 6 / /2023, Res 23 - nn		
Policy/Procedure Contact & Website where document is maintained		671.735-2586; analistan@triton.uog.edu ;			
Who Should Review (not in specific order)		<input type="checkbox"/> Creating group; <input type="checkbox"/> Unit Administrator(s); <input type="checkbox"/> Unit Academic Affairs Committee; <input type="checkbox"/> Human Resources Office; <input type="checkbox"/> Business Office; <input type="checkbox"/> Facilities & Maintenance; <input type="checkbox"/> Institutional Safety Committee; <input type="checkbox"/> Faculty Senate; <input type="checkbox"/> Faculty Union; <input type="checkbox"/> Student Government Association; <input type="checkbox"/> Administrative Council; <input type="checkbox"/> Academic Officers Council; <input type="checkbox"/> Vice President Administration & Finance; <input type="checkbox"/> Senior Vice President & Provost for Academic & Student Affairs; <input type="checkbox"/> UOG General Counsel; <input checked="" type="checkbox"/> UOG President; <input checked="" type="checkbox"/> UOG Board of Regents; <input type="checkbox"/> Guam Legislature; <input type="checkbox"/> Governor of Guam			
Initiation / Review / Consultation / Approval History		Created by working group: Norm Analista, Kat Perez (UOGEF), David Okada, James Hollyer			
NOTE: All approved changes to policy/procedures need to be made on the hardcopy of this document within 5 workdays and posted on https://www.uog.edu/policy-procedures-library/ within 10 workdays from the date approved.					

Policy Objective

1. Policy Purpose

The purpose of this policy/procedure is for the University of Guam and the UOG Endowment Foundation's to:

- a. Provide the Donor with a professional, pleasant and uncomplicated experience while donating to the University of Guam.
- b. Define the process that governs the recognition of Donors to University of Guam, including protocols for determining permanent or limited-term recognition through the naming of University of Guam activities, programs, awards, spaces, virtual spaces, or other assets.
- c. Appropriate public recognition and consistent institutional appreciation of Donors.
- d. Public evidence of philanthropic activity that demonstrates that University of Guam benefits from considerable external support and encourages others to invest in University of Guam's future.
- e. Appropriate utilization of the limited number of naming opportunities.
- f. Clear guidelines for those involved in discussions with Donors.
- g. Facilitation of increased and ongoing support from existing supporters.
- h. Provide guidance on whether to accept and how to handle and categorize donations, gifts and bequests, and how to recognize Donors, including protocols for determining permanent or limited term recognition through the naming or renaming of University facilities, activities, programs, awards, spaces, virtual spaces, or other assets and items.

2. Scope of Policy/Procedure and Exclusions

All current and prospective Donors to University of Guam and University of Guam Endowment Foundation will be affected by this policy.

3. Who Should Read this Policy

University of Guam and Guam Endowment Foundation employees who work in the areas of development and fundraising.

4. Responsibilities

Policy implementation:

- University of Guam Endowment Foundation will manage the implementation, compliance, and review of this policy.
- University of Guam Endowment Foundation will implement and manage a real-time database.
- University of Guam Office of Development and Alumni Affairs will provide education, monitoring, and amendments concerning awareness and changes to it.

Records management:

- University of Guam Endowment Foundation is the custodian of all signed Donor agreements. University of Guam Endowment Foundation will be responsible for maintaining and updating an inventory of all gifts, named facilities, and funds, and will maintain a real-time database with read-only capability for University of Guam Office of Development and Alumni Affairs.

- The University of Guam Financial Aid Office will be able to access University of Guam Endowment Foundation's student awards' database on a read-only basis.

5. Acronyms

- University of Guam (UOG)
- University of Guam Board of Regents (UOG BOR)
- University of Guam Business Office (UOG BO)
- University of Guam Endowment Foundation (UOGEF)
- University of Guam Endowment Foundation Board of Directors (UOGEF BOD)
- University of Guam Endowment Foundation Finance and Investment Committee (UOGEF FIC)
- University of Guam Endowment Foundation Gift Acceptance Committee (UOG GAC)
- University of Guam Financial Aid Office (UOG FAO)
- University of Guam Office of Development and Alumni Affairs (UOG ODAA)

6. Feedback

Anyone may provide feedback about this policy by emailing: UOG ODAA - ODAA@triton.uog.edu

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University of Guam Facility and Program Naming Policy

Introduction

The University of Guam (UOG) welcomes expressions of interest and financial support that are consistent with UOG's mission from any individual, family, business, corporation, granting organization or similar source. All donations to UOG should be directed to the University of Guam Endowment Foundation (UOGEF). UOGEF may solicit, accept, administer and disburse gifts, grants, and bequests of property of every kind or to hold said property in trust in such a manner as UOG deems appropriate for the benefit of the University. UOGEF will accept, deposit, provide receipt, and acknowledge all contributions in accordance with Internal Revenue Service (IRS) policies and the documented wishes of the Donor.

Purpose

The purpose of this policy is to define the process that governs the recognition of Donors to UOG, including protocols for determining permanent or limited-term recognition through the naming of UOG activities, programs, awards, spaces, virtual spaces, or other assets. This policy formalizes Donor recognition in order to provide:

- a. Provide the Donor with a professional, pleasant and uncomplicated experience while donating to the UOG.
- b. Define the process that governs the recognition of Donors to UOG, including protocols for determining permanent or limited-term recognition through the naming of UOG activities, programs, awards, spaces, virtual spaces, or other assets.
- c. Appropriate public recognition and consistent institutional appreciation of Donors.
- d. Public evidence of philanthropic activity that demonstrates that UOG benefits from considerable external support and encourages others to invest in UOG's future.
- e. Appropriate utilization of the limited number of naming opportunities.
- f. Clear guidelines for those involved in discussions with Donors.
- g. Facilitation of increased and ongoing support from existing supporters.
- h. Provide guidance on whether to accept and how to handle and categorize donations, gifts and bequests, and how to recognize Donors, including protocols for determining permanent or limited term recognition through the naming or renaming of University facilities, activities, programs, awards, spaces, virtual spaces, or other assets and items.

The naming of a facility, space, activity, or program reflects the importance of the Donor to the realization of UOG's vision and mission:

Vision

Transforming Lives, Advancing Communities

Mission

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

This manual updates and supersedes UOG Board of Regents (UOG BOR) Resolution 07-40, *Relative to Approving UOG Buildings and Facilities Naming Policy*, and any other policy related to Donor recognition and facilities naming.

University of Guam

UOG is the primary U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) serving the post-secondary needs of the people of Guam and the Western Pacific region. The governance and well-being of UOG is vested in the UOG BOR.

UOG was founded in 1952 as an educational institution of higher learning within Guam. UOG's officers, agents and employees, have the power, via the UOG BOR's Articles of Incorporation 17 GCA Chapter 16 Section 16104.08) to:

- Acquire property, both real and personal, by purchase, lease, gift, devise, bequest, or otherwise and to hold, invest, use, lease, operate, improve, develop, sell, mortgage, or otherwise encumber, and in every way control, manage and deal in personal property and real property, both improved and unimproved, for all appropriate corporate purposes.
- UOG, through its UOG BOR, may name UOG buildings and facilities.
- UOG shall make and perform contracts in furtherance of the purposes of the Corporation and to act as a trustee under any trust incidental to the principal objectives of the Corporation and receive, hold, administer and expend funds and property subject to such trust.

The UOG Office of Development and Alumni Affairs (UOG ODAA) will provide education, monitoring, and amendments concerning awareness and policy changes. UOG ODAA will also make a referral or liaise with the UOGEF, as needed.

University of Guam Endowment Foundation

In 1982, the University of Guam Endowment Foundation, Inc. (UOGEF) was organized exclusively for charitable, scientific, and educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1954. The corporation operates exclusively for the benefit of the BOR or any organization that may be established to succeed the BOR of UOG in the operation of any of the facilities of UOG. The affairs of the UOGEF are managed by the Board of Directors (BOD). The UOGEF BOD shall be constituted and elected in the manner provided in the By-laws and as provided in 18 G.C.A. Chapter 28.

The UOGEF shall have the following specific powers:

- To promote and enhance the physical facilities of UOG.
- To aid in the fulfillment of the research, teaching, and servicing functions of UOG.
- To make grants and loans of any corporate property for the purposes of furthering the scientific, charitable, or educational purposes of the corporation.
- To solicit, accept, administer, and disburse gifts, grants, and bequests of property of every kind or to hold said property in trust in such a manner as the corporation deems appropriate for the furthering of the purposes of the corporation.
- To provide or assist in providing facilities for scientific research by which discoveries, inventions, and publication of the advancement of man and his environment may be developed and to determine the public use of such discoveries, inventions, and publications.
- To receive grants from government or any other sources and to disburse such grants for the support of scientific, educational, and medical research.
- To make distribution to UOG, or any organization organized to support UOG that is exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954.
- To solicit gifts, to receive gifts, devise, or bequest, to purchase or otherwise acquire real and personal property of every kind and nature, including shares of stock, bonds, and securities

- of other corporations, and to hold, own, manage, and administer the same.
- To act as trustee under any trust incidental to the purposes of this corporation, and to receive, hold, administer and expand funds and property subject to such trust.
- To sell, assign, convey, exchange, lease as lessor or lessee, mortgage, and convey, transfer upon trust, or otherwise dispose of all property, real or personal.
- To invest and reinvest funds of the UOGEF in real or personal property of every kind and nature, including bonds, corporate, common, or preferred stocks, or securities of any type or character.
- To borrow money, contract debts, guarantee the payment of indebtedness, and issue bonds, notes and debentures, and secure the payment of performance of its obligations.

UOGEF shall collaborate with UOG to mutually agree on a comprehensive list of naming opportunities during a campaign or otherwise (Appendix 1, University of Guam – Donation Naming Pricing Guide).

Ethical Practice

All recognition of private support will be independent of all appointment, admission, and curriculum decisions at UOG in keeping with ethics regulations of the UOG Procurement Policy and the federal Ethics in Government Act (Amended by Ethics Reform Act and Honest Leadership and Open Government Act of 2007).

Delegation of Authority for Naming of Facilities and Programs

The UOG BOR delegates the following authorities to the UOG President and UOGEF to:

- Review and evaluate the merits of naming requests and proposals.
- Make decisions on naming requests and proposals as outlined in this policy.
- Ensure payments are made based on terms agreed to in the Donor agreement.
- Ensure signage is installed and maintained based on UOG and UOGEF standards.
- Resolve any issues pertaining to renaming, relocating, or revoking Donor names on facilities, programs and virtual spaces.

The UOG President will provide a report on naming of facility and program activities at UOG BOR meetings. UOG ODAA will provide this report to the UOG President.

General Policies and Guidelines for the Acceptance of Charitable Contributions

Gifts of immediate cash or negotiable securities are the forms of Donor support which will have the greatest immediate impact on UOG and its plans for the immediate future, and therefore that type of giving is encouraged.

UOG or UOGEF staff are available to meet with any prospective Donor and their financial advisors, without obligation, to discuss areas of interest, UOG's funding priorities, types of charitable contributions, options for payment, estate planning, tax planning consequences of a possible gift commitment, and appropriate stewardship and recognition for gifts to provide every possible assistance to a prospective Donor.

Gifts and Sponsored Awards are subject to different accounting, oversight and reporting requirements. Although staff will provide all appropriate assistance, the ultimate responsibility regarding asset valuations, tax deductibility, or similar federal, state, or local legal compliance issues rests with the Donor or with such financial advisors as the Donor shall secure, as mandated by the IRS. All Donors should utilize competent financial and legal advisors. Staff will always recommend that potential Donors obtain such assistance.

UOG, or UOGEF, will not knowingly seek, nor accept any commitment regardless of size, designation or other condition, which it believes not to be in the potential Donor's best interest or that of UOG.

Availability of Naming Opportunities

An updated list of opportunities is available on the UOGEF website at: <https://give.uog.edu>.

Non-facility and Program Giving

All naming of student scholarships fall under the purview of the UOGEF BOD. Donations in the categories below, related to naming or renaming opportunities, are covered under this policy.

Charitable Gift Types

There are two different acceptable gift types, Outright Gifts and Deferred Gifts which will be explained in this section. UOGEF will evaluate a prospective gift and categorize it. The use of the gift may be further classified as Restricted or Unrestricted. Restricted gifts are donations intended for a specific purpose such as scholarships, visiting professors, endowed chairs/faculty, building needs, programs, or other similar. Unrestricted gifts are donations with no limitations on how the gifts may be used. Thus, these types of gifts may most likely be used towards general expenditures or capital campaign priorities. Unrestricted funds will be maintained and managed in an investment account. In consultation with the UOG President, decisions for the utilization of such funds rests with the UOGEF BOD.

Donations through the UOGEF should be done without encumbering UOG or UOGEF with gifts which may prove to generate more cost than benefit, or which are restricted in a manner which is not in keeping with the goals of the University. The UOGEF BOD may assemble an *ad hoc* Gift Acceptance Committee (GAC) comprised of its members, consistent with the UOGEF Articles of Incorporation and By-Laws and the laws of Guam. This committee shall include the UOG ODAA. The UOGEF GAC recommendation authority to the UOGEF BOD Chair and UOG President.

Some gift situations can be complex, and decisions will only be made after careful consideration of a number of interrelated factors. In some instances, these policies will require that the merits of a particular gift be considered by the UOGEF GAC and the UOG President. A final decision will be made by the UOGEF BOD.

Outright Gifts

Outright Gifts are the most straight-forward types of gifts. It simply involves the outright transfer of something of value through the UOGEF.

Cash

Gifts in the form of cash and checks shall be accepted regardless of amount unless, as in the case of all gifts, there is a question as to whether the Donor has sufficient title to the assets or is mentally competent to legally transfer the funds as a gift to the UOGEF.

All checks must be made "payable to the UOGEF" and shall in no event be made payable to an employee, agent, or volunteer for the credit of the UOGEF.

Publicly Traded Securities

Securities which are traded on the New York or American Stock Exchanges, or other readily marketable securities, shall be accepted by the UOGEF. It may be anticipated that such securities will be immediately sold by the UOGEF. In no event, shall an employee or volunteer working on behalf of the UOGEF commit to a Donor that a particular security will be held by the UOGEF unless authorized to do so by an officer of the UOGEF.

Closely Held Securities

Non-publicly traded securities may only be accepted after approval of the UOGEF GAC. Such securities may be subsequently disposed of only with the approval of the UOGEF GAC. No

commitments shall be made for the repurchase of such securities by the UOGEF prior to completion of a gift of securities.

Real Property

No gift of real estate shall be accepted without prior approval of the UOGEF GAC. No gift of real estate shall be accepted without first being appraised by a party chosen by the UOGEF who shall have no business or other relationship to the Donor.

In general, any real estate with value will be accepted, unless the UOGEF GAC shall determine that the property is not suitable for acceptance as a gift.

In general, residential real estate located in areas not acceptable to the UOGEF will not be accepted as a gift unless there is reason to believe it is highly marketable. The UOGEF GAC may make exceptions to this policy if conditions warrant.

Tangible Personal Property

Jewelry, artwork, collections, and other personal property shall not be accepted unless the employee, agent, or volunteer working on behalf of the UOGEF shall have reason to believe the property is highly marketable or usable by UOG. Such property can only be accepted by the UOGEF GAC or such other person or persons authorized to do so by the UOGEF GAC in writing.

No personal property shall be accepted by the UOGEF unless there is a reason to believe the property can be liquidated in a timely manner (i.e., 1-7 years). No personal property shall be accepted that obligates the UOGEF to ownership of it in perpetuity. No perishable property or property which will require special facilities or security to properly safeguard will be accepted without prior approval of the UOGEF GAC. All properties must have clear title and no or little owed taxes and no liens.

Notwithstanding the foregoing, personal property may only be accepted after receipt and review by the UOGEF GAC or those empowered to act on its behalf in writing, of an appraisal qualified under terms of the internal revenue code governing gifts of property of this type.

Only the UOGEF GAC, or persons authorized by the UOGEF GAC in writing, may present to a Donor that the property will or will not be held by the UOGEF for a specific period of time or for purposes related to its tax-exempt status. Donor should be notified at the time of receipt of a gift that the UOGEF will, as a matter of corporate policy, cooperate fully in all matters related to IRS investigations of non-cash charitable gifts.

Other Property

Other property of any description including mortgages, notes, copyrights, royalties, easements, whether real or personal, shall only be accepted by action of the UOGEF BOD.

Appropriate inquiry shall be made, and special consideration shall be given to, the nature of any gift property and whether it is in keeping with the purposes of UOG and UOGEF, prior to the acceptance of any property by the UOGEF.

Deferred Gifts

Deferred gifts are decided upon or given at the present but received by UOG and UOGEF at some time in the future, often at the end of the Donor's life.

Bequests

The most common deferred gift is a bequest. The Donor makes a provision now in his or her will to benefit UOG, but the gift is not received until after the Donor's death. Gifts through wills and bequests are actively encouraged by the UOGEF.

In the event of inquiry by a prospective legator, representations as to the future acceptability of property proposed to be left to the UOGEF in a will or through any other deferred gift arrangement shall only be made in accordance with the terms and provisions outlined above.

Gifts from the estates of deceased Donors consisting of property which is not acceptable shall be rejected only by action of the UOGEF GAC. The legal counsel of the UOGEF shall expeditiously communicate the decision of the UOGEF GAC to the legal representatives of the estate. If there is any indication that the representatives of the estate, or any family member of the deceased, is dissatisfied with the decision of the UOGEF GAC, this fact shall be communicated in writing to the UOGEF GAC, or to the appropriate member of the UOGEF staff, as quickly as possible.

Attempts shall be made to discover bequest expectancies as soon as and wherever possible in order to reveal situations which might lead to unpleasant Donor relations. Where possible, intended bequests of property, other than cash or marketable securities, should be brought to the attention of the UOGEF and every attempt be made to encourage the Donor involved to conform his or her plans with this policy.

Charitable Remainder Trusts

In general, the UOGEF will not serve as sole trustee of a charitable remainder trust for the benefit of the UOG. This policy may only be waived by a written resolution of the UOGEF GAC which is subsequently recommended by the Finance and Investment Committee (UOGEF FIC) of the UOGEF BOD.

The UOGEF FIC will identify a number of corporate fiduciaries nationwide in which it has confidence. Only with the recommendation of the UOGEF GAC may any corporate fiduciary be recommended to a Donor. The fees for management of a charitable remainder trust will only be paid by the UOGEF upon approval of the UOGEF and may be subtracted from the gross charitable donation.

The UOGEF GAC and other employees and volunteers, acting on behalf of the UOGEF, should become familiar with the types of property generally accepted by corporate fiduciary as suitable contributions to charitable remainder trusts and employees or others acting on behalf of the UOGEF shall not encourage Donors to make gifts of any property to charitable remainder trusts which are not in keeping with such guidelines.

No representations shall be made by any employee or other persons acting on behalf of the UOGEF as to the manner in which charitable remainder trust assets will be managed or invested by a corporate fiduciary who may be recommended by the UOGEF without the prior approval of such representation by the fiduciary.

Charitable remainder trusts and all other deferred gifts shall be encouraged as a method of making gifts to the UOGEF while retaining income which may be needed by the Donor or other persons chosen by the Donor for any number of personal purposes. Such trusts shall not be marketed as tax avoidance devices or as investment vehicles, as it is understood such activity may violate federal and/or local securities regulations.

The GAC shall make the determination if a Charitable Remainder Trust for which the UOGEF serves as a co-trustee may be established.

Pooled Income Funds

UOGEF has pooled income funds, a gifting device established by Congress under the terms of section 642 of the Internal Revenue Code and regulations promulgated thereunder. A corporate fiduciary will be selected to manage the fund.

The UOGEF will pay the administrative fees of managing the pooled fund out of the pooled fund, until such time as the appropriate officers of the UOGEF shall determine otherwise. The UOGEF GAC shall determine acceptance of establishing a pooled income fund on a case-by-case basis with consideration given to the initial and additional contribution, in addition to the age of the youngest beneficiary. There shall be no more than two (2) income beneficiaries allowed in connection with each contribution to the fund.

Charitable Gift Annuities

The UOGEF GAC shall determine acceptance of establishing a Gift Annuity on a case-by-case basis with consideration given to the initial and additional contribution, in addition to the age of the youngest beneficiary. There shall not be more than two (2) income beneficiaries for each Gift Annuity.

Life Estate Gifts

Donors shall generally not be encouraged to make gifts of real property to the UOGEF under which they maintain life interest in the property. This policy is based on the fact that such transfers are often not in the best interest of the Donor involved, and there is potential for negative publicity for the UOGEF and UOG, should a Donor have a need to sell the property to generate funds, only to find that at relatively small portion of the proceeds would be available to the Donor as owner of the life estate.

Such gifts may be accepted by approval of the UOGEF GAC in situations where the asset involved appears to be a minor portion of the Donor's wealth, and the committee is satisfied that there has been full disclosure to the Donor of the possible future ramifications of the transaction.

Gifts of Life Insurance

The UOGEF will encourage Donors to name the UOGEF to receive all, or a portion of, the benefits of life insurance policies which they have purchased on their lives. The UOGEF will not, however, as a matter of course, agree to accept gifts from Donors for the purpose of purchasing life insurance on the Donor's life. Exceptions to this policy will be made only after researching relevant state laws to assure that the UOGEF has an insurable interest under applicable Guam law. No insurance products may be endorsed for use in funding gifts without UOGEF BOD approval.

In no event, shall lists of the UOGEF Donors be furnished to anyone for the purpose of marketing life insurance for the benefit of Donors and/or the UOGEF. This policy is based on the fact that this practice represents a potential conflict of interest, may cause Donor relations problems, and may subject the UOGEF to state insurance regulation should the activity be construed as involvement in the marketing of life insurance.

Restrictions on Use and Investment of Gifts

No restrictions on how gifts may be used by the UOGEF will be honored without prior approval

of the UOGEF GAC in the case of current gifts or subsequent approval by the UOGEF GAC. In the case of gifts received by will or other gift which is effective at death which has not been previously approved by the UOGEF GAC no restrictions will be imposed.

The corporate fiduciary shall furnish guidelines governing the acceptance of property other than cash as contributions to the UOGEF Pooled Income Fund. Such guidelines shall be adopted by the UOGEF GAC and shall be incorporated by reference in these gift acceptance policies.

No representation of the fund shall be made which could be construed as marketing the fund as an investment or security of any type. All disclosures required by state and federal regulatory agencies shall be made in a thorough and timely manner. No commercial real estate shall be accepted by anyone on behalf of the UOGEF without prior approval of the UOGEF GAC.

Real estate shall not be accepted to fund a charitable gift annuity without seeking a legal or accounting opinion as to the permissibility of this action under the laws of Guam or of the state in which such real estate is located. The UOGEF GAC shall review the opinion and it may accept or reject such real estate based on this review.

Special attention shall be given to the receipt of real estate encumbered by a mortgage because the ownership of such property may result in unrelated business income for the UOGEF, and the disqualification of certain split interest gifts unless handled in a proper manner.

The following items are not considered charitable contributions:

- Gifts of time or services are not tax-deductible for Donors. Generally, Donors are prohibited from deducting the value of their time, the value of their services, or the value of their income lost while they worked as an unpaid volunteer for a qualified organization. See I.R.S. Publication 526, *Charitable Contributions*, page 8. UOG and UOGEF do not generally accept gifts of services. However, exceptions may be made on a case-by-case basis and only with the approval of UOG's President and the UOGEF GAC.
- Inter-organizational transfers between UOG entities will not be recorded as philanthropic commitments and will not be included in fundraising totals.
- Gifts from UOG employees, faculty and UOG-affiliated constituents (e.g. contracted personnel or vendor representatives located in UOG entities) or their immediate family members that are credited to any account that is directly or indirectly controlled by the Donor. Indirect control occurs when the Donor has a supervisory relationship over the individual controlling the account. Unrestricted gifts from the aforementioned Donors, or gifts designated to accounts that are not directly or indirectly controlled by the Donor are permitted as charitable contributions with no conditions attached.

Contributions of Property (Non-Real Estate)

- Contributions of Property are donations of non-real property and non-cash assets such as clothing, household items, vehicles, boats, business inventory, or a patent or other intellectual property. Contributions of Property will be considered on a case-by-case basis.
- As a general rule, the value of Contributions of Property is the fair market value of the property at the time of the contribution and may be subject to special rules applicable to specific types of property. See I.R.S. Publication 526, *Charitable Contributions*, page 8.
- Contributions of property may be used, surplus, brand new, or loaned to UOG or UOGEF.

Gift vs. Sponsored Award Determination

Gifts are any items of value given through UOGEF by a Donor who expects nothing significant

of value in return, other than recognition and disposition of the gift in accordance with the Donor's wishes. A sponsored award is funding from an external entity such as a private foundation, corporation, or governmental agency for an activity with a defined scope and purpose undertaken by UOGEF with the expectation of an outcome that directly benefits the provider. Sponsored Awards which include grants, cooperative agreements, and contracts, bind UOGEF to a set of specific terms and conditions and indicate a reciprocal transfer of something of value to the sponsor.

Solicitation, Processing, and Acknowledgement Requirements

In general, gifts to UOG should be directed to the UOGEF office. UOGEF will accept, deposit, receipt, and acknowledge all contributions in accordance with IRS policies and the documented wishes of the Donor. UOG's policy is that gifts will be deposited, recorded in a dedicated database and receipted as expeditiously as possible. UOGEF will specifically record: the Donor's name, the purpose of the contribution (as specified by the Donor, not UOG), the amount, the date, pay-out schedule for pledges as appropriate, and any other pertinent information, to include but not limited to whether the Donor wishes to remain anonymous. UOGEF will ensure safe, accountable, and appropriate deposit of cash gifts into a UOG account and will provide detailed records of all gift transactions to UOG ODAA and UOG Business Office (UOG BO) upon request. UOGEF will collaborate with UOG ODAA and UOG BO to reconcile receipts.

UOG ODAA and UOGEF staff will coordinate appropriate acknowledgment to the Donor in the form of thank you letters and phone calls, consistent with industry best practices. They will coordinate timely and regular stewardship of gifts and work collaboratively with the Donor and UOG program staff, faculty and leadership. The UOG ODAA and UOGEF may hold Donor recognition events, in coordination with the UOG Office of the President (OTP) to promote Donors and express appreciation.

In-Kind Contributions

In instances where a contribution exceeds \$75 and there is a *quid pro quo* (something of value provided to the Donor in return), the UOGEF will provide the Donor with a written statement informing them that their charitable contribution is limited to the amount given in excess of the value of the goods or services furnished in return. A good faith estimate of the fair market value of the goods or services will be stated.

For the purpose of current income tax deductions such gifts will be receipted by the UOGEF at the charitable deduction value as established by law and the Donor shall be so informed.

UOGEF accepts gifts subject to policies in place at the time the gift is made. Gifts will be recorded as unrestricted, restricted, or temporarily restricted, by purpose or time as directed and documented by the Donor. In the event the Donor does not indicate a restriction, the gift will be recorded as unrestricted.

Evaluation of Proposed Naming/Renaming Opportunities

Decisions to name facilities, rooms, programs, and awards shall be compatible, to the extent reasonably ascertainable, with UOG's vision and mission. Decisions for naming recognition shall be in alignment with the strategic directions of UOG with consideration given to other factors relevant to the Donor.

In evaluating proposed naming/renaming opportunities, consideration will be given for individuals or families providing evidence of significant academic achievement, significant

monetary contributions or exemplary service to UOG, and for names of individuals of historical significance to UOG. Naming opportunities may be assigned for a living person, in memory of a person, or after a family, foundation, association, service club, business or corporation. The naming for a benefactor may also apply for a third party at the wish of the benefactor and must be agreed upon by the honoree if living.

No naming opportunity shall be approved if it is likely to have a negative impact on the image or reputation of UOG. It will not be approved if it would call into serious question the public respect for UOG or UOGEF and/or implies endorsement of a partisan political or ideological position. This does not preclude use of the name of an individual who has previously held public office and/or could imply endorsement of a specific commercial product. This does not preclude using the name of an individual or company that manufactures or distributes commercial products.

In cases where philanthropic contributions include a specific naming opportunity, the recognition will follow the generally accepted UOG standards regarding size, placement, etc. These gifts will be distinguished from non-philanthropic partnership agreements which may have a branding or co-branding component. Naming recognition in these cases is determined by the terms of the gift agreement.

This policy guides the extent of Donor recognition and naming procedures at UOG for:

- Chairpersons, special lecture series
- Contributions of curriculum-related equipment
- Cultural property (i.e., collections of art)
- Endowed programs of research and teaching
- Endowed programs of service or recreation
- Facilities or substantial parts of facilities (wings, classrooms, laboratories, libraries) or other locations on campuses such as lobbies, atriums, and common areas
- Green space, sitting areas, bicycle and walking paths and streets
- Library collections of books or other materials
- Scholarships, bursaries, prizes and other student awards and funds
- Special research, teaching, recreational, service, or other facilities
- Such other entities as the UOG may from time to time see fit to name in order to recognize gift contributions.

UOG reserves the right to rename facilities, and such, in the event that a negative event or events in the Donor's past history has been discovered and it is deemed that continuing the naming would harm UOG's reputation.

Naming an Academic Program

The naming of an academic program will normally require a donation sufficient to offset fifteen percent (15%) of the annual operating budget of that program. The UOGEF Chairman will refer academic naming opportunities to the UOG President and Senior Vice-President and Provost.

Program (a College, School, department, honors college, academic specialty, unit, center, planned series of events or performances, or similar) and the naming acknowledgement shall be used and placed as deemed appropriate by the President's Office and designed per UOG Branding Guidelines. This naming placement may include on the front of buildings and other signage, diplomas and certificates, other printed materials, video and audio transmissions and recordings, etc., as deemed appropriate. Such as:

- Smith College
- John Grace Honors College

- Gomez Leadership Program

Other Naming Opportunities

Endowments

Endowed gifts are donations made to the UOGEF on the understanding that the principal amount of the donation will be invested for a minimum three- (3) year period, with the interest earnings to be used to advance specific educational purposes of the unit, such as the establishment of a scholarship, endowed chair, endowed professorship, or the funding of a particular program or activity. Earnings may also be used towards debt service payments

Donations of \$20,000, or more, to create endowed support for student scholarships will have the opportunity for naming according to an agreement established between the Donor and the UOGEF. Matching gifts obtained as a result of the endowed contribution will be included in the cumulative total, for all public recognition purposes.

One-Time Awards

Expendable gifts are donations or grants given to UOG or UOGEF that the Donor has directed to be used immediately. An expendable gift in the amount of \$500, or more, may be used to create a named one-time student award as per agreement between the Donor and the UOGEF.

Multi-Year Awards

An expendable contribution to provide a multi-year student award (to a maximum of five (5) years) that provides a total donation of \$5,000, or more, will have a naming opportunity as per agreement between the Donor and the UOGEF.

General/Fixed Time Period

Normally, the name shall remain in place for a period not to exceed twenty-five (25) years from the time the signage is installed. Renaming of facilities shall be done at a time within the BOR's discretion subject to the most current form of this policy, unless renaming is otherwise governed by agreements established in the original naming. Existing names and/or commitments shall be honored as of the approval date of this policy, unless revoked or removed, for cause.

All assets named subsequent to the implementation of this policy shall be named for a maximum period of twenty-five (25) years from the date of recognition signage installation/unveiling except for the name recognition for physical assets such as facilities. The naming of facilities shall be named as long as UOG operates on the same land. Any additional assets named in perpetuity are on an exception basis and must be approved by the UOG President and the BOR. Time beyond twenty-five (25) years may be considered within the University of Guam – Donation Naming Pricing Guide (Appendix 1) applied at the time of the extension.

UOG reserves the right to demolish, retrofit, add or maintain the named area as UOG's property and planning needs evolve. In such event, UOG will undertake to represent the Donor in other appropriate venues on campus. UOG may place a plaque in, or on, a new space to indicate that it occupies the site of a facility formerly known by another name. If the Donor's naming term is not complete, UOG shall provide the Donor with an alternate naming opportunity of comparable value for the pro-rated balance of the naming term.

In the case of a naming that is part of an agreement to provide non-philanthropic support, the naming will be for the period provided in the agreement. In the case of an endowment, the naming will continue for the life of the endowment. All agreements with Donors for named recognition shall be recorded in writing, through a signed pledge form or gift agreement with the UOGEF.

A signed Donor recognition signage form shall be completed for all naming opportunities, which is completed after receipt of the twenty (20)% of the total pledge commitment, cash gift, or as agreed upon by the UOGEF and Donor. UOG and/or UOGEF shall honor naming in accordance with the gift agreement and Donor recognition signage form which is made with the Donor.

Naming and Renaming Assignments

Naming associated with a particular facility or endowment shall not preclude further naming within the same facility/program/functional area/service. All naming decisions shall be supported by appropriate and complete documents including written documentation stipulating rationale and conditions underlying the naming and filed with the UOGEF.

All proposed changes in utilization or relocations of named facilities or rooms must be reviewed and approved by the UOGEF GAC and communicated by UOGEF to the Donor in writing. Included in this review process are instances when it is proposed that a facility or room within a building be relocated within the same building, or to a different building, and when the new facility or room will serve the same original purpose and be commensurate in size. The UOG President will update the UOG BOR.

UOG is responsible for maintenance and associated costs of all facilities and for discussing changes with the UOGEF prior to changes taking effect. The UOGEF is responsible for notifying applicable Donors of any changes to named locations. UOG may seek supplemental funding for regular maintenance of wear and tear related to the Donor’s contract negotiated.

Procedure for Evaluating Naming Opportunities

1. Requests for new naming/renaming opportunities may be made in writing to the UOGEF through the UOGEF office. The UOGEF Executive Director will consult with the UOG President.
2. Prior to submitting a request for naming/renaming to the BOR Physical Facilities Committee, the President and the UOGEF Chairperson shall:
 - a. Exercise due diligence in evaluating the merit of the request; and
 - b. Determine the significance of associated monetary gift(s), if any.
3. A request that is found to have merit and/or includes significant monetary gift(s), shall be submitted to the BOR Physical Facilities Committee by the President, or, upon the approval of the UOGEF’s Board of Directors, through the UOGEF Chairperson.
4. Upon the recommendation of the BOR Facilities Committee, the BOR may entertain requests or nominations for the naming/renaming of UOG buildings or facilities for approval.

Naming approval resides with the following individuals with thresholds specified:

Roles and Responsibilities for Deciding Naming Opportunities

Role	Responsibility
UOGEF BOD Chair + UOG President	Consider and approve proposals for new naming opportunities up to \$1M.
UOG President + Chair UOG BOR + Treasurer UOG BOR	Consider and approve proposals for new naming opportunities on more than \$1M.

In the case of a building, room, or other physical place, the type of place shall be appended after the name of the person, family, group, or business honored, to distinguish it from the naming of a program. Such as the:

- Smith Family Building
- Tom Grace Center
- Gomez Conference Room

Every nomination approved, which is to result in the naming/renaming of a facility shall be followed by a written agreement which outlines the expectations and conditions under which the naming/renaming is to occur. Such agreement shall be executed by the UOG President prior to a public event at which the naming/renaming takes place.

Establishing Monetary Value of Naming Opportunities

Naming opportunities for new or existing facilities/programs/functional areas/services shall be assigned a monetary value in consultation with the UOGEF. Facilities: schools, programs, outreach, and virtual spaces are supported through private gifts may be named after a Donor/Donor per the "University of Guam – Donation Naming Pricing Guide" - Appendix I. The cost for fabricating and installing the name on a facility or room, will be funded by the donation.

The naming opportunity values for new or existing facilities/programs/functional areas/services shall take into consideration the function, usage, size, marketability, and financial requirements (replacement and/or operational costs) of the opportunity.

Appendix 1 – University of Guam - Donation Naming Pricing Guide - contains a list of known and available naming opportunities at the time of the creation of this Policy and is adjusted as the policy is updated. This list of assigned monetary values is meant to be used only as a reference. The decision to accept a donation amount for a naming opportunity may be adjusted with consideration given to other factors relevant to the Donor and UOG. Every five (5) years, or more frequently if required, the UOG and UOGEF shall re-evaluate the naming opportunity guide to ensure listed values reflect the market value of the naming opportunity. Changes affecting this policy will be presented to the BOR for approval.

Procedure to Determine Value

The following is the process undertaken by the UOGEF in consultation with UOG when determining the value for new naming opportunities:

1. Evaluate the space, considering the square footage, purpose and use of the space, cost to build and equip, location of the space, public profile and prestige of the opportunity.
2. Determine an appropriate value for the new opportunity.
3. The UOGEF Chairperson will consider and make recommendations for all new naming opportunities.
4. Recommendations will be presented to the UOG President for review.
5. If President is in agreement with the recommendation, he/she may approve it or refer it to the appropriate BOR Committee which would forward to the BOR, if merited.

For naming opportunities involving virtual spaces, which are online environments in which participants interact, or digital libraries, which are collections of documents that have been digitally preserved and are accessible on the Internet or through software, the same procedures for determining values shall apply.

Roles and Responsibilities for Establishing Donor Minimum Payment and Recognition

Role	Responsibility
UOGEF GAC	Review and recommend non-standard requests, standard is 20% cash, for initial minimum amount of a total pledge commitment that must be received prior to recognizing the Donor's gift
UOGEF Executive Director	<ul style="list-style-type: none"> Consider and respond to all requests for naming or renaming based on this policy Act as the primary liaison between the Donor and UOG President for naming/renaming recommendations/requests
UOGEF BOD Chair + UOG President	Decisions on up to \$1M
UOG President + UOG BOR Chairperson + UOG BOR Treasurer	Decisions on more than \$1M

Procedure

The UOGEF will discuss various options of recognition with Donors. Recognition may be in the form of naming opportunities and/or public recognition. The following is the process undertaken by the UOGEF and Donor when determining a naming opportunity to recognize gift(s) to the UOGEF:

1. Determine the value of the naming opportunity.
2. Determine the proposed terms of the gift agreement, if applicable.
3. Determine the proposed rights and benefits.
4. Draft and sign the gift agreement or pledge form.
5. Receive at minimum twenty percent (20%), in cash, of the total pledge commitment, or as agreed upon by the UOGEF and UOG.
6. At the Donor's request, the UOGEF GAC may entertain a proposal to accept an in-kind contribution as partial payment towards the value of the naming opportunity.
7. In-kind contributions may not exceed fifteen percent (15%) of the value of the naming opportunity, or as agreed upon by the UOGEF and UOG.
8. The value of the in-kind contribution is based on the fair market value of the property at the time of the contribution and may be subject to special rules applicable to specific types of property.
9. Confirmation of selected naming opportunity and/or recognition benefits
10. Draft and sign a Donor recognition signage form which includes a signage proposal and acknowledgement/recognition plan.

Documentation with respect to the naming decision, stipulating rationale and conditions underlying the naming decision and all other supporting documentation shall be maintained by the UOGEF.

Naming, Subject to Raising Full Amount

When the gift contribution does not meet the full cost of the project, the naming is subject to satisfactory completion of the Donor agreement. If UOG is unable to proceed with the project, the potential benefactor(s) will be invited to redirect their contribution(s) and/or to curtail future pledge payments.

Roles and Responsibilities for Establishing Gift Agreements

Role	Responsibility
UOGEF GAC	Review and recommend non-standard requests (standard is 20% cash) for minimum amount of a total pledge commitment that must be received prior to recognizing the Donor's gift.
UOGEF BOD Chair	<ul style="list-style-type: none"> • Negotiate, approve and sign gift agreements in compliance with this policy • Protect the confidentiality of gift agreements to the extent practicably possible • Seek advice from the UOGEF's legal counsel regarding the proposed gift agreement as required • Provide information to Donors/applicants on the interpretation of this policy • Ensure the Foundation receives the necessary documentation and information from the Donor • Ensure the Donor fulfills their gift commitment as outlined in their pledge form or gift agreement and as outlined in this Policy
UOG President	Review and approve gift agreements to ensure that UOG's interests are adequately protected as required. Present to BOR for approval.

Recognition of Naming Opportunities

Content of naming signage is the responsibility of the Foundation with the consent of the Donor. The fabrication and installation of the signage will be funded through the donation. The UOGEF Chair will consult with the UOG President to get approval before proceeding. Signage shall be in compliance with UOG's and UOGEF's visual identity standards. In recognizing Donors, the UOGEF will be guided as follows:

Donor naming signage may only be procured for a named physical asset after:

- Approval has been granted by the UOG President or the UOG BOR, per approval level tables;
- A signed gift agreement or pledge form and Donor recognition signage form;
- Receipt of twenty percent (20%) of total pledge commitment, or as agreed upon by the UOGEF, UOG, and the Donor.

Donor logos shall not be used on assets and external UOG facility signage, unless otherwise approved by the UOGEF, in consultation with the UOG. Donor taglines or marketing terms shall not be included in Donor recognition names, unless otherwise approved by the UOGEF, in consultation with UOG. If a corporation or business name changes, signage and other naming devices may be changed at the cost to the Donor's contribution with the approval of the original approving authority.

Publicity surrounding the naming of an asset shall be coordinated by the UOGEF.

Announcements regarding the naming or to publicize a donation shall only be done after:

- Receipt of a signed gift agreement or pledge form;
- Receipt of twenty percent (20%) of the total pledge commitment or at the discretion of the UOGEF FIC and UOG;

- Approval of the proposed naming by the BOR;
- and in agreement with the Donor.

Initial signage and installation costs will be funded by the donation. If or when there is a change in company ownership and/or Donor recognition name, the signage may be adjusted to the new name. Revised signage and installation costs are at the Donor's expense, provided it meets th

approval of UOG and UOGEF.

Roles and Responsibilities for Erecting Signage

Role	Responsibility
UOGEF GAC	Review and recommend non-standard requests (suggested amount is 20%) for minimum amount of a total pledge commitment that must be received prior to recognizing the Donor's gift
UOGEF BOD Chair	Consult on recognition signage for donations as required Approve proposals for recognition signage that are outside of the recognition signage standards, consulting with the UOG President as appropriate
UOG President	Consider proposals for recognition signage as brought forward by the UOGEF Chairperson

Renaming, Adding, Removing or Revoking Names

If a name is deemed to no longer be in the best interest of UOG or the Donor, it is possible to have a name changed, removed or revoked. The Donor must be informed, and the name change must be approved by the UOG BOR, in consultation with UOG General Counsel.

A request to rename, add, remove or revoke a name from a facility/program/functional area/activity/awards shall conform to the following principles:

When the function of an asset is changed due to the asset being sold, demolished, substantially renovated, rebuilt, or designated for another use, UOG may continue to use the name, transfer the name to another comparable asset, or discontinue the use of the name. (It may be appropriate to place a plaque in, or on, a new space to indicate that it occupies the site of a building formerly known by another name.) If the Donor's naming term is not complete (naming term normally does not exceed twenty (25) years for a building or facility), the UOGEF shall provide the Donor with an alternative naming opportunity of comparable value for the prorated balance of the naming term.

A name shall be revoked and removed from an asset if it is determined that the actions or deeds of the individual or corporation it is named for are not aligned with the mission, vision, or standards of UOG and/or UOGEF or failure of a named or honored Donor/person to fulfill agreed upon obligations.

A naming right for any facility or program may be revoked at any time by the original approving authority upon a request, investigation, recommendation and decision:

- UOGEF may obtain legal counsel to advise on how to proceed, where appropriate.
- The UOGEF Chair and UOG President shall consider and recommend revocation of naming rights, and consult with the BOR as deemed appropriate;
- The BOR shall approve revocation of naming rights;

When a named facility has reached the end of its useful life and will be replaced or substantially renovated, the replaced or renovated facility may be renamed in recognition of a new Donor or honoree. If the Donor's naming term is not complete (naming terms is twenty (25) years for all assets, except naming of the college or campus and applicable honorary naming opportunities), the UOGEF shall provide the Donor with an alternative naming opportunity of comparable value

for the prorated balance of the naming term. Appropriate recognition of earlier Donors or honorees shall be included in the new, renovated or redeveloped facilities at the discretion of the UOGEF Chairperson, in consultation with the UOG President as appropriate.

Roles and Responsibilities for the Revocation of Naming Rights

Role	Responsibility
UOGEF	In conjunction with the UOG President, consider and recommend revocation of naming rights to the BOR.
UOGEF Board of Directors	Record decisions of revocation Consider appeals of established naming rights as required and present to UOG President for consideration.
UOG President	Consult on proposals for revocation of naming rights, as deemed appropriate
UOG BOR	Review and approve proposals for revocation of naming rights, as deemed appropriate

Procedure

Submit recommendation for revocation of naming right to approving authority. Any recommendation for revocation put forward must provide the following information:

1. Description of the naming right involved
2. Documentation pertaining to the original approval and subsequent name
3. The value of the naming right
4. The name of the Donor
5. Reasons for recommending the revocation of the naming right
6. Names of the original approval authority that do not support revocation of the naming right, the reasons for dissent, and the financial impact, if any

The BOR shall review the recommendation and make a decision. A copy of that decision (Resolution) shall be provided to UOGEF for implementation and record. All public communication surrounding the revocation of a naming right involving buildings shall be handled by the UOG Marketing and Communications Office and the UOGEF.

Procedure for Unfulfilled Pledge Payments

As defined in the Donor agreement, the UOGEF shall communicate with Donors who have not fulfilled their gift commitment in a timely manner with the following timeline:

Years of Unfulfilled Pledge Payments	Action
1 year	UOGEF staff engage in period of consultation, in writing, with the Donor to re-establish the pledge payment schedule. UOGEF Chair shall notify UOGEF Finance Committee Chair of gift status.

2 years	UOGEF staff shall continue to engage in period of consultation with the Donor, in writing, to determine alternative payment plans and if required, a new naming opportunity based on the amount of the gift that has been received. UOGEF Chair shall notify UOGEF Executive Committee and UOGEF Finance Committee Chair of gift status.
3 years	The naming rights for the original naming opportunity expire and a case for revocation is presented to the BOD. The UOGEF shall offer the Donor an alternative naming opportunity whose value is based on the received gift amount. Naming rights term for the new naming opportunity shall be the naming term less the period of time the Donor has received physical recognition for the initial naming opportunity. UOGEF Chair shall notify UOGEF Executive Committee and Finance Committee Chair of gift status.

First Right of Refusal

- The naming term of UOG facility or programs is twenty (25) years from the date of the signage installation/unveiling; the date of installation or unveiling will be put in writing and attached to the contract, and a copy will be provided to the Donor.
- The naming of UOG properties and programs shall be named as long as UOG operates on the same land. UOG assets named in perpetuity are on an exception basis and must be approved by the UOG President;
- The original Donor will be notified by the UOGEF about the expiration of the naming term, and the Donor should respond within a reasonable time not to exceed ninety (90) days;
- The original Donor has the right to make another gift (on the entity already named) before a naming opportunity is made available to others;
- It is expected that a renewing Donor to a named space will provide a gift that reflects the current value of the space, not the original value.

Procedure

1. UOGEF will re-evaluate the value associated with the identified named space at the end of each time period to keep current with comparables in the market;
2. If the existing Donor wishes to renew their gift, the Donor shall be required to complete a new gift agreement or pledge form with terms appropriate at the renewal time.

APPENDIX 1

UNIVERSITY OF GUAM - DONATION NAMING PRICING GUIDE
Buildings and Facilities

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amt
College of Liberal Arts & Social Sciences (CLASS)				
CLASS-English Language Institute				
1	\$ 500,000	English Language Institute Building	1	\$ 500,000
2	\$ 100,000	Main office	1	\$ 100,000
3	\$ 100,000	Classroom - Small	8	\$ 800,000
4	\$ 25,000	Office - Mid-sized	4	\$ 100,000
5	\$ 50,000	Display Room	1	\$ 50,000
6	\$ 50,000	Middle Display Room	1	\$ 50,000
7	\$ 50,000	Second Display Room	1	\$ 50,000
8	\$ 10,000	Break Room	6	\$ 60,000
9	\$ 10,000	Supply room	6	\$ 60,000
CLASS-Fine Arts Theater				
10	\$ 500,000	Fine Arts Theater	1	\$ 500,000
11	\$ 300,000	Auditorium	1	\$ 300,000
12	\$ 200,000	Stage	1	\$ 200,000
13	\$ 150,000	Classroom - Large	6	\$ 900,000
14	\$ 100,000	Classroom - Small	5	\$ 500,000
15	\$ 75,000	Stage Media & Light Room	1	\$ 75,000
16	\$ 25,000	Office - Mid-sized	4	\$ 100,000
17	\$ 15,000	Office - Small	2	\$ 30,000
18	\$ 10,000	Lounge	1	\$ 10,000
19	\$ 10,000	Locker/Storage Room	1	\$ 10,000
CLASS-Humanities & Social Science Building				
20	\$ 2,000,000	Humanities & Social Science Building (HSS)	1	\$ 2,000,000
21	\$ 200,000	Humanities & Social Science Atrium	1	\$ 200,000
22	\$ 150,000	Online Learning Room	1	\$ 150,000
23	\$ 150,000	Psych Lab Work Room	1	\$ 150,000
24	\$ 150,000	Classroom - Large	18	\$ 2,700,000
25	\$ 100,000	Classroom - Small	7	\$ 700,000
26	\$ 100,000	Social Work Division Multipurpose Room	1	\$ 100,000
27	\$ 75,000	Conference Room - Large	3	\$ 225,000
28	\$ 75,000	Laboratory - Animal Lab	2	\$ 150,000
29	\$ 75,000	Computer Room - Small	1	\$ 75,000
30	\$ 50,000	Conference Room - Small	1	\$ 50,000
31	\$ 50,000	Office - Large	3	\$ 150,000
32	\$ 50,000	Isa Psychological Services - Lobby	1	\$ 50,000
33	\$ 30,000	Isa Psychological Services - Offices	5	\$ 150,000
34	\$ 25,000	Faculty Lounge	1	\$ 25,000
35	\$ 25,000	Office - Mid-sized	16	\$ 400,000
36	\$ 20,000	Office - Small	40	\$ 800,000
CLASS-Lecture Hall				
37	\$ 1,000,000	Lecture Hall (College of Liberal Arts & Social Sciences)	1	\$ 1,000,000
38	\$ 500,000	Auditorium	1	\$ 500,000
39	\$ 200,000	Stage	1	\$ 200,000
40	\$ 100,000	Reception Area	1	\$ 100,000
41	\$ 20,000	Media Room - Small	1	\$ 20,000
42	\$ 20,000	Audio Visual Room	1	\$ 20,000
CLASS-Tan Lam Pek English & Communication Building				

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amts
43	\$ 200,000	English Communications Atrium	1	\$ 200,000
44	\$ 200,000	Computer Room - Large	1	\$ 200,000
45	\$ 200,000	Writing Center	1	\$ 200,000
46	\$ 150,000	Media Room - Large	1	\$ 150,000
47	\$ 150,000	Classroom - Mid-size	12	\$ 1,800,000
48	\$ 150,000	Reading & Writing Room	1	\$ 150,000
49	\$ 100,000	Classroom - Small	3	\$ 300,000
50	\$ 100,000	Communication & Fine Arts Office	1	\$ 100,000
51	\$ 75,000	Conference Room	1	\$ 75,000
52	\$ 75,000	Media Room - Small	4	\$ 300,000
53	\$ 75,000	Mass Media Reception Area	1	\$ 75,000
54	\$ 50,000	Faculty Lounge	1	\$ 50,000
55	\$ 20,000	Office - Small	36	\$ 720,000
College of Natural & Applied Sciences (CNAS)				
CNAS-Agriculture and Life Sciences (ALS) Building Complex				
56	\$ 5,000,000	College of Agriculture and Life Sciences (CALC) Building Complex	1	\$ 5,000,000
57	\$ 1,000,000	ALS - Wing A	1	\$ 1,000,000
58	\$ 200,000	Open floor offices	1	\$ 200,000
59	\$ 200,000	CNAS Insect Museum	1	\$ 200,000
60	\$ 200,000	Classroom - Large	2	\$ 400,000
61	\$ 150,000	Classroom - Mid-size	7	\$ 1,050,000
62	\$ 150,000	Laboratory - Large	2	\$ 300,000
63	\$ 75,000	Conference Room	1	\$ 75,000
64	\$ 50,000	Office - Large	2	\$ 100,000
65	\$ 25,000	Office - Mid-sized	3	\$ 75,000
66	\$ 1,000,000	ALS - Wing B	1	\$ 1,000,000
67	\$ 200,000	Laboratory - Large (Aqua Lab, Plant Pathology, or Horticulture)	3	\$ 600,000
68	\$ 150,000	Classroom - Mid-size	4	\$ 600,000
69	\$ 150,000	Laboratory - Mid-sized (Pomology Lab, Soil Lab, or Horticulture Lab)	1	\$ 150,000
70	\$ 100,000	EFNEP & SNAP Main Office	1	\$ 100,000
71	\$ 100,000	Reception Area	1	\$ 100,000
72	\$ 75,000	Laboratory - Small (Turf Lab)	1	\$ 75,000
73	\$ 50,000	Office - Large	3	\$ 150,000
74	\$ 25,000	Office - Small	9	\$ 225,000
75	\$ 1,000,000	ALS - Wing C	1	\$ 1,000,000
76	\$ 200,000	Laboratory - Large	2	\$ 400,000
77	\$ 200,000	Open floor offices	1	\$ 200,000
78	\$ 150,000	Dean's Conference Room	1	\$ 150,000
79	\$ 150,000	Laboratory - Mid-sized	1	\$ 150,000
80	\$ 100,000	Dean's Office	1	\$ 100,000
81	\$ 75,000	Conference Room	1	\$ 75,000
82	\$ 75,000	Laboratory - Small	1	\$ 75,000
83	\$ 75,000	Reception Area - ANR Office	1	\$ 75,000
84	\$ 50,000	Fiscal Office	1	\$ 50,000
85	\$ 50,000	Office - Large (Assoc. Deans, WPTRC, or Admin Office)	7	\$ 350,000
86	\$ 25,000	Office - Small	12	\$ 300,000
CNAS-Science Building				
87	\$ 2,000,000	Science Building	1	\$ 2,000,000
88	\$ 200,000	Classroom - Large	3	\$ 600,000
89	\$ 200,000	Laboratory - Large	5	\$ 1,000,000
90	\$ 150,000	Classroom - Mid-size	8	\$ 1,200,000
91	\$ 150,000	Laboratory - Mid-sized	1	\$ 150,000
92	\$ 100,000	Classroom - Small	6	\$ 600,000
93	\$ 25,000	Office - Mid-sized	14	\$ 350,000

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amt
94	\$ 15,000	Lab Tech Office	1	\$ 15,000
95	\$ 250,000	Science Building Annex - Math & Science	1	\$ 250,000
96	\$ 200,000	Classroom - Large	2	\$ 400,000
97	\$ 200,000	Laboratory - Large	2	\$ 400,000
98	\$ 200,000	Science Building, Chemical Storage	1	\$ 200,000
CNAS-Annex - Warehouse B				
99	\$ 300,000	CNAS: Annex - Warehouse B	1	\$ 300,000
100	\$ 150,000	Classroom - Mid-size	2	\$ 300,000
101	\$ 150,000	Computer Room - Mid-sized	1	\$ 150,000
102	\$ 20,000	Office - Mid-sized	7	\$ 140,000
103	\$ 20,000	Technical Room	1	\$ 20,000
CNAS-Fadian - Guam Aquaculture Development and Training Center (GADTC)				
104	\$ 1,000,000	Fadian - Guam Aquaculture Development and Training Center (GADTC)	1	\$ 1,000,000
CNAS-Ija Research & Education Center				
105	\$ 250,000	Ija Research & Education Center	1	\$ 250,000
CNAS-Inarajan Research & Education Center				
106	\$ 1,000,000	Inarajan Research & Education Center	1	\$ 1,000,000
CNAS-Yigo Research & Education Center				
107	\$ 1,000,000	Yigo Research & Education Center	1	\$ 1,000,000
Marine Laboratory				
108	\$ 1,000,000	Marine Laboratory Building	1	\$ 1,000,000
109	\$ 200,000	Classroom - Large	1	\$ 200,000
110	\$ 200,000	Laboratory - Large	1	\$ 200,000
111	\$ 150,000	Faculty Office/Lab	10	\$ 1,500,000
112	\$ 150,000	Laboratory - Small	2	\$ 300,000
113	\$ 100,000	Main office-Marine Lab	1	\$ 100,000
114	\$ 100,000	Marine Lab Workshop	1	\$ 100,000
115	\$ 50,000	Conference Room	1	\$ 50,000
116	\$ 50,000	Marine Technician Office	1	\$ 50,000
117	\$ 25,000	Lounge	1	\$ 25,000
118	\$ 25,000	Office - Mid-sized	1	\$ 25,000
119	\$ 20,000	Shop	1	\$ 20,000
120	\$ 15,000	Office - Small	9	\$ 135,000
121	\$ 10,000	Dive Locker Room	1	\$ 10,000
122	\$ 250,000	Marine Lab (Boat Shop)	1	\$ 250,000
123	\$ 200,000	Marine Laboratory-Visitor's Housing	1	\$ 200,000
Water & Energy Research Institute (WERI)				
Water & Energy Research Institute (WERI) (Oceanside)				
124	\$ 1,000,000	Water & Energy Research Institute (WERI) Building	1	\$ 1,000,000
125	\$ 200,000	Laboratory - Large	2	\$ 400,000
126	\$ 150,000	Laboratory - Mid-sized	3	\$ 450,000
127	\$ 150,000	Open Floor Offices	1	\$ 150,000
128	\$ 100,000	Director's Office	1	\$ 100,000
129	\$ 75,000	Conference Room - Mid-sized	1	\$ 75,000
130	\$ 75,000	Laboratory - Small	4	\$ 300,000
131	\$ 50,000	Office - Large	1	\$ 50,000
132	\$ 20,000	Office - Small	9	\$ 180,000
133	\$ 200,000	Water & Energy Research Institute, Storage Building	1	\$ 200,000
Water & Energy Research Institute (WERI) 2025				
134	\$ 2,500,000	Water & Energy Research Institute (WERI) Building	1	\$ 2,500,000
135	\$ 200,000	Large Classroom/Lecture Hall	1	\$ 200,000
136	\$ 200,000	Computer Equipped Classroom	1	\$ 200,000
137	\$ 200,000	WQL Instrumentation Laboratory	1	\$ 200,000
138	\$ 200,000	Earth Science Teaching & Research Lab	1	\$ 200,000

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amt
139	\$ 150,000	Small Classroom/Study Hall	1	\$ 150,000
140	\$ 150,000	WQL Wet Chemistry/Inorganics Lab	1	\$ 150,000
141	\$ 100,000	Seminar Room	1	\$ 100,000
142	\$ 100,000	Central Research Workspace	1	\$ 100,000
143	\$ 100,000	WERI Information Management Workspace	1	\$ 100,000
144	\$ 100,000	Geospatial Research Workspace	1	\$ 100,000
145	\$ 100,000	Multi-Use Room 1 &2	1	\$ 100,000
146	\$ 100,000	WQL Microbiology Laboratory	1	\$ 100,000
147	\$ 100,000	WQL Hazardous Chemical Lab	1	\$ 100,000
148	\$ 100,000	WQL Wastewater Research Lab	1	\$ 100,000
149	\$ 100,000	WQL Water Pollution Research Lab	1	\$ 100,000
150	\$ 100,000	Directors Office	1	\$ 100,000
151	\$ 100,000	Main Entrance Lobby	1	\$ 100,000
152	\$ 100,000	Work Room	1	\$ 100,000
153	\$ 100,000	Lobby Corridor	1	\$ 100,000
154	\$ 100,000	WERI Conference Room/Multi-Use Room	1	\$ 100,000
155	\$ 100,000	Corridor	1	\$ 100,000
156	\$ 75,000	WQL Manager's Office	1	\$ 75,000
157	\$ 75,000	Lobby Corridor	1	\$ 75,000
158	\$ 50,000	Program Coordinator Office	1	\$ 50,000
159	\$ 50,000	Faculty Offices	7	\$ 350,000
160	\$ 50,000	Water Resources Engineering Research Workspace	1	\$ 50,000
161	\$ 30,000	Administrative Asst.	1	\$ 30,000
162	\$ 30,000	WQL Training Multi-Purpose	1	\$ 30,000
163	\$ 20,000	Generator Room	1	\$ 20,000
164	\$ 20,000	Air Compressor & Water Heater Room	1	\$ 20,000
165	\$ 20,000	Gas Cylinder Room	1	\$ 20,000
166	\$ 20,000	Balcony	2	\$ 40,000
167	\$ 10,000	WQL Chemical Storage Room	1	\$ 10,000
168	\$ 10,000	WQL Balance Room	1	\$ 10,000
169	\$ 10,000	Clean Room	1	\$ 10,000
170	\$ 10,000	WQL Storage	2	\$ 20,000
171	\$ 10,000	Files/Storage	1	\$ 10,000
172	\$ 10,000	WERI Equipment Storage Rm.	1	\$ 10,000
Enrollment Management & Student Success (EMSS)				
EMSS- KUBRE Building				
173	\$ 250,000	Building	1	\$ 250,000
174	\$ 150,000	EMSS Annex	1	\$ 150,000
175	\$ 150,000	UOG Americorps Volunteer Center	1	\$ 150,000
176	\$ 50,000	EMSS Behavioral Counseling Office	1	\$ 50,000
177	\$ 50,000	EMSS Behavioral Counseling Office Workshop Room	1	\$ 50,000
178	\$ 25,000	UOG Americorps Volunteer Center Staff Office	1	\$ 25,000
EMSS-Lucio C. Tan Student Success Center (2025)				
179	\$ 750,000	Dining Area	1	\$ 750,000
180	\$ 500,000	Bookstore (2 floors)	1	\$ 500,000
181	\$ 300,000	HS Student/Regional/Int'l Student Support	1	\$ 300,000
182	\$ 300,000	Hall - Lower Ground Level	1	\$ 300,000
183	\$ 250,000	Hall - 2nd Floor	1	\$ 250,000
184	\$ 200,000	Admission/Registrar's Office	1	\$ 200,000
185	\$ 200,000	EEO/DIS	1	\$ 200,000
186	\$ 200,000	EMSS Office	1	\$ 200,000
187	\$ 200,000	Financial Aid Services	1	\$ 200,000
188	\$ 200,000	Student Government Assoc. Office	1	\$ 200,000
189	\$ 200,000	Student Lounge	1	\$ 200,000

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amt
190	\$ 150,000	Classroom - Mid-size	1	\$ 150,000
191	\$ 150,000	EMSS Grant Activity Office	1	\$ 150,000
192	\$ 150,000	Graduate School/Office Sponsored Program	1	\$ 150,000
193	\$ 150,000	Post Office	1	\$ 150,000
194	\$ 150,000	Vault Record Room	1	\$ 150,000
195	\$ 100,000	Dental Clinic	1	\$ 100,000
196	\$ 100,000	EMSS Grant Office	1	\$ 100,000
197	\$ 100,000	KUOG Student Radio Station	1	\$ 100,000
198	\$ 100,000	Medical Clinic	1	\$ 100,000
199	\$ 100,000	Service Hallway - Lower Ground Level	1	\$ 100,000
200	\$ 100,000	Student Counseling Services Office	1	\$ 100,000
201	\$ 100,000	Vendor Spaces	3	\$ 300,000
202	\$ 75,000	Reception Area	1	\$ 75,000
203	\$ 50,000	Nurse Station/Waiting/Hallway	1	\$ 50,000
204	\$ 50,000	Prep Room	1	\$ 50,000
205	\$ 50,000	Record	1	\$ 50,000
206	\$ 50,000	Treatment/Exam Room	1	\$ 50,000
207	\$ 20,000	Office - Mid-sized	2	\$ 40,000
Libraries				
Richard F. Taitano Micronesia Area Research Center (MARC)				
208	\$ 300,000	Reception Area (A)	1	\$ 300,000
209	\$ 200,000	Reading Room/Spanish Documents	1	\$ 200,000
210	\$ 150,000	Reading Room/MARC Reference Room	1	\$ 150,000
211	\$ 125,000	Technical Processing Room	1	\$ 125,000
212	\$ 75,000	Conference Room	1	\$ 75,000
213	\$ 75,000	Graduate Scholars Research	1	\$ 75,000
214	\$ 50,000	Publication Room	1	\$ 50,000
215	\$ 50,000	Office - Large	1	\$ 50,000
216	\$ 25,000	Staff Lounge	1	\$ 25,000
217	\$ 25,000	Office - Mid-sized	14	\$ 350,000
218	\$ 15,000	Office - Small	2	\$ 30,000
Robert F. Kennedy Memorial Library/Tan Siu Lin Building				
219	\$ 200,000	Main Entrance Lobby	1	\$ 200,000
220	\$ 200,000	AV Room - Large	1	\$ 200,000
221	\$ 200,000	Open Floor Office Area	1	\$ 200,000
222	\$ 150,000	Lobby	1	\$ 150,000
223	\$ 150,000	Dean of Libraries Office	1	\$ 150,000
224	\$ 150,000	AV Room - Small	3	\$ 450,000
225	\$ 150,000	Listening Lab	3	\$ 450,000
226	\$ 150,000	Computer Room - Mid-sized	2	\$ 300,000
227	\$ 150,000	Periodicals/Reserve Collection	1	\$ 150,000
228	\$ 150,000	Circulating Collection	2	\$ 300,000
229	\$ 150,000	Reader/Printer/Study Area	1	\$ 150,000
230	\$ 150,000	Documents/CALS Collection	1	\$ 150,000
231	\$ 150,000	Study Area	1	\$ 150,000
232	\$ 150,000	The Quiet Room	1	\$ 150,000
233	\$ 100,000	Circulation Desk	1	\$ 100,000
234	\$ 100,000	Reference Desk	1	\$ 100,000
235	\$ 100,000	Study Area	1	\$ 100,000
236	\$ 50,000	Conference Room	9	\$ 450,000
237	\$ 50,000	Lounge	1	\$ 50,000
238	\$ 50,000	Office - Large	5	\$ 250,000
239	\$ 25,000	Office - Mid-sized	7	\$ 175,000
240	\$ 20,000	AV Service Desk	1	\$ 20,000

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amts
241	\$ 20,000	Typing Word Processing	1	\$ 20,000
242	\$ 20,000	Service Desk	1	\$ 20,000
243	\$ 20,000	The Quiet Room Service Desk	1	\$ 20,000
244	\$ 20,000	Study Area	1	\$ 20,000
245	\$ 20,000	After Hours Study Room	1	\$ 20,000
246	\$ 15,000	Office - Small	1	\$ 15,000
School of Business & Public Administration (SBPA)				
Jesus & Eugenia Leon Guerrero School of Business & Public Administration (SBPA) Building				
247	\$ 1,000,000	SBPA Resource Room	1	\$ 1,000,000
248	\$ 750,000	North Wing-Level 1	1	\$ 750,000
249	\$ 750,000	North Wing-Level 2	1	\$ 750,000
250	\$ 750,000	South Wing-Level 1	1	\$ 750,000
251	\$ 750,000	South Wing-Level 2	1	\$ 750,000
252	\$ 500,000	Executive Offices Admin Offices	1	\$ 500,000
253	\$ 300,000	Computer Room - Large	3	\$ 900,000
254	\$ 300,000	Accounting Computer Lab	1	\$ 300,000
255	\$ 300,000	SBPA IT Ops/Computer Lab	1	\$ 300,000
256	\$ 300,000	President's Office	1	\$ 300,000
257	\$ 250,000	Sr. Vice President & Provost Office	1	\$ 450,000
258	\$ 250,000	Small Business Development Center Main Office	1	\$ 250,000
259	\$ 200,000	Classroom - Large	6	\$ 1,200,000
260	\$ 200,000	President's Conference Room	1	\$ 200,000
261	\$ 200,000	Vice President Office	1	\$ 200,000
262	\$ 200,000	Dean's Office Admin Offices	1	\$ 200,000
263	\$ 150,000	Classroom - Mid-size	3	\$ 450,000
264	\$ 150,000	SBPA-Dean's Conference Room	1	\$ 150,000
265	\$ 100,000	General Counsel Office	1	\$ 100,000
266	\$ 75,000	Office - Large	1	\$ 75,000
267	\$ 50,000	Lounge	1	\$ 50,000
268	\$ 50,000	Office - Mid-sized	40	\$ 2,000,000
269	\$ 20,000	SBPA Student Organization Room	1	\$ 20,000
270	\$ 20,000	Breastfeeding Room	1	\$ 20,000
271	\$ 10,000	Break Room	2	\$ 20,000
272	\$ 10,000	Resource Room	1	\$ 10,000
School of Education				
School of Education				
274	\$ 2,000,000	School of Education Building	1	\$ 2,000,000
275	\$ 250,000	East Wing-Level 1	1	\$ 250,000
276	\$ 250,000	East Wing-Level 2	1	\$ 250,000
277	\$ 250,000	West Wing-Level 1	1	\$ 250,000
278	\$ 250,000	West Wing-Level 2	1	\$ 250,000
279	\$ 150,000	Classroom - Large	7	\$ 1,050,000
280	\$ 100,000	Classroom - Small	6	\$ 600,000
281	\$ 100,000	Certification Office	1	\$ 100,000
282	\$ 25,000	Office - Mid-sized	9	\$ 225,000
283	\$ 20,000	Student Room	1	\$ 20,000
284	\$ 15,000	Office - Small	35	\$ 525,000
School of Engineering				
School of Engineering (2025)				
285	\$ 2,000,000	School of Engineering Annex	1	\$ 2,000,000
286	\$ 300,000	Hydrology Laboratory	1	\$ 300,000
287	\$ 300,000	Soil Mechanics Laboratory	1	\$ 300,000
288	\$ 300,000	Computer Room - Large	1	\$ 300,000
289	\$ 200,000	Structure Laboratory	1	\$ 200,000

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amts
290	\$ 200,000	Classroom - Large	2	\$ 400,000
291	\$ 75,000	Conference Room	1	\$ 75,000
292	\$ 25,000	Faculty Office	6	\$ 150,000
Margaret Perez Hattori-Uchima School of Health (SOH)				
SOH-School of Nursing & Health Sciences Building				
293	\$ 1,000,000	School of Nursing & Health Sciences Building	1	\$ 1,000,000
294	\$ 200,000	Admin Staff Office	1	\$ 200,000
295	\$ 200,000	Computer Room - Large	1	\$ 200,000
296	\$ 200,000	Fitness Center	1	\$ 200,000
297	\$ 200,000	Classroom - Large	4	\$ 800,000
298	\$ 150,000	Classroom - Mid-size	2	\$ 300,000
299	\$ 150,000	GWEP Lab	1	\$ 150,000
300	\$ 150,000	Learning Resource Center	1	\$ 150,000
301	\$ 150,000	Skills Lab	1	\$ 150,000
302	\$ 150,000	Computer Build Lab	1	\$ 150,000
303	\$ 100,000	APNLC Admin Office	1	\$ 100,000
304	\$ 100,000	Rotunda	1	\$ 100,000
305	\$ 75,000	Conference Room	1	\$ 75,000
306	\$ 50,000	Office - Large	5	\$ 250,000
307	\$ 50,000	Student Nurse Association of Guam (SNAG) Room	1	\$ 50,000
308	\$ 30,000	PICCAH Office	1	\$ 30,000
309	\$ 30,000	Pacific Islands Cohort of College Students (PICCS)	1	\$ 30,000
310	\$ 25,000	Office - Mid-sized	15	\$ 375,000
311	\$ 20,000	Break Room	1	\$ 20,000
312	\$ 20,000	AV Room	1	\$ 20,000
313	\$ 20,000	Breastfeeding Room	1	\$ 20,000
314	\$ 15,000	Office - Small	2	\$ 30,000
315	\$ 10,000	Utility Rooms	4	\$ 40,000
SOH-Nursing Annex (2025)				
316	\$ 5,000,000	UOG Nursing Annex Building	1	\$ 5,000,000
317	\$ 300,000	Laboratory - Large	1	\$ 300,000
318	\$ 150,000	Lobby	1	\$ 150,000
319	\$ 150,000	Classroom - Mid-size	2	\$ 300,000
320	\$ 100,000	Classroom - Small	2	\$ 200,000
321	\$ 25,000	Resource Room - Large	4	\$ 100,000
322	\$ 25,000	Hallway	2	\$ 50,000
Triton Athletics				
UOG Calvo Field House				
323	\$ 1,000,000	Triton Arena (3 basketball courts & 1 side court)	1	\$ 1,000,000
324	\$ 500,000	UOG Soccer/Football/Rugby Field	1	\$ 500,000
325	\$ 400,000	Fitness Center - Weight Room	1	\$ 400,000
326	\$ 300,000	Admissions & Records Main Office	1	\$ 300,000
327	\$ 200,000	Fitness Room	1	\$ 200,000
328	\$ 200,000	UOG Tennis Courts	1	\$ 200,000
329	\$ 150,000	Classroom - Mid-size	1	\$ 150,000
330	\$ 100,000	Upward Bound	1	\$ 100,000
331	\$ 100,000	Financial Aid Office	1	\$ 100,000
332	\$ 100,000	TRIO Main Office	1	\$ 100,000
333	\$ 100,000	Concession Room - Large	1	\$ 100,000
334	\$ 100,000	Admissions & Records Vault	1	\$ 100,000
335	\$ 75,000	Financial Aid Main Office Lobby	1	\$ 75,000
336	\$ 75,000	Admissions & Records Main Office Lobby	1	\$ 75,000
337	\$ 50,000	FAO Conference Room	1	\$ 50,000
338	\$ 50,000	Office - Large	2	\$ 100,000

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amts
339	\$ 50,000	Box Office Room	1	\$ 50,000
340	\$ 50,000	Locker Room	2	\$ 100,000
341	\$ 30,000	Locker/Shower Room	2	\$ 60,000
342	\$ 25,000	Office - Mid-sized (TRIO or A&R)	7	\$ 175,000
343	\$ 25,000	Bleacher Section	8	\$ 200,000
344	\$ 15,000	Office - Small (TRIO, A&R, or FAO)	18	\$ 270,000
UOG Administration				
Administration Building				
345	\$ 1,000,000	Administration Building	1	\$ 1,000,000
346	\$ 200,000	Open Floor Office Area	1	\$ 200,000
347	\$ 150,000	Conference Room	1	\$ 150,000
348	\$ 150,000	Open Floor Offices	2	\$ 300,000
349	\$ 50,000	Lounge	1	\$ 50,000
350	\$ 25,000	Office - Large	3	\$ 75,000
351	\$ 25,000	Reception Area	1	\$ 25,000
352	\$ 20,000	Office - Mid-sized	11	\$ 220,000
353	\$ 15,000	Office - Small	4	\$ 60,000
Administration Building Annex - Procurement Office				
354	\$ 300,000	Administration Building Annex - Procurement Office	1	\$ 300,000
355	\$ 200,000	Open Floor Offices	1	\$ 200,000
356	\$ 50,000	Conference Room	1	\$ 50,000
Annex - Warehouse A				
357	\$ 300,000	Global Learning & Engagement: Annex - Warehouse A	1	\$ 300,000
358	\$ 200,000	Classroom - Large	1	\$ 200,000
359	\$ 150,000	Classroom - Mid-size	1	\$ 150,000
360	\$ 100,000	Classroom - Small	1	\$ 100,000
361	\$ 75,000	Laboratory - Small	1	\$ 75,000
362	\$ 25,000	Safety Office	1	\$ 25,000
Facilities Management & Services (FMS)				
363	\$ 250,000	Facilities Management & Services (FMS) Maintenance Building	1	\$ 250,000
364	\$ 150,000	Facilities Management & Services (FMS) Maintenance Storage	1	\$ 150,000
365	\$ 100,000	Main office-Property & Maintenance	1	\$ 100,000
366	\$ 75,000	FMS Workshop	2	\$ 150,000
367	\$ 50,000	Office - Large	4	\$ 200,000
368	\$ 25,000	Office - Mid-sized	5	\$ 125,000
369	\$ 10,000	Kitchen	1	\$ 10,000
Office of Information Technology (OIT)				
370	\$ 2,000,000	Computer Center Building	1	\$ 2,000,000
371	\$ 200,000	Computer Room - Large	2	\$ 400,000
372	\$ 150,000	Classroom - Mid-size	2	\$ 300,000
373	\$ 150,000	Computer Room - Small	1	\$ 150,000
374	\$ 75,000	Conference Room	1	\$ 75,000
375	\$ 75,000	OIT Reception Office	1	\$ 75,000
376	\$ 75,000	Reception Area	1	\$ 75,000
377	\$ 50,000	Office - Large	4	\$ 200,000
378	\$ 15,000	Office - Small	2	\$ 30,000
Miscellaneous				
UOG Campus Outdoor Spaces				
379	\$ 1,000,000	Center Courtyard	1	\$ 1,000,000
Dean's Circle				
380	\$ 400,000	#1 CNAS - Agriculture	1	\$ 400,000
381	\$ 400,000	#2 CNAS - Agriculture	1	\$ 400,000
382	\$ 400,000	#3 MARC - Guampedia - Micronesian Language Institute (MLI)	1	\$ 400,000
383	\$ 400,000	#4 Marine Lab - EPSCoR Office	1	\$ 400,000

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amt
384	\$ 400,000	#5 WERI Hydrogeology and Climatology Office	1	\$ 400,000
385	\$ 400,000	#6 TADEO/PEACESAT/Office of Online Learning	1	\$ 400,000
386	\$ 500,000	#7 Office of Research & Sponsored Programs - Guam Cancer Research Center	1	\$ 500,000
387	\$ 500,000	#8 CNAS - WERI Bio Reactor Library	1	\$ 500,000
388	\$ 500,000	#9 School of Engineering (SENG)	1	\$ 500,000
389	\$ 500,000	#10 UOG Endowment Foundation	1	\$ 500,000
390	\$ 500,000	#11 CEDDERS	1	\$ 500,000
391	\$ 500,000	#12 School of Engineering (SENG)	1	\$ 500,000
392	\$ 500,000	#13 KPRG Public Radio for Guam	1	\$ 500,000
393	\$ 500,000	#14 CLASS Isla Center for the Arts - Classroom	1	\$ 500,000
394	\$ 500,000	#15 CLASS Isla Center for the Arts - Gallery & Office	1	\$ 500,000
395	\$ 500,000	#16 College of Natural & Applied Sciences (CNAS)	1	\$ 500,000
396	\$ 500,000	#17 CEDDERS	1	\$ 500,000
397	\$ 500,000	#18 CEDDERS	1	\$ 500,000
398	\$ 500,000	#19 CEDDERS - Guam System for Assistive Technology (GSAT)	1	\$ 500,000
399	\$ 500,000	#20 CEDDERS - GSAT Model Home	1	\$ 500,000
400	\$ 500,000	#21 UOG Sea Grant	1	\$ 500,000
401	\$ 500,000	#22 CEDDERS	1	\$ 500,000
402	\$ 500,000	#23 CEDDERS	1	\$ 500,000
403	\$ 500,000	#24 RCUOG	1	\$ 500,000
404	\$ 500,000	#25 UOG Sea Grant Office	1	\$ 500,000
405	\$ 500,000	#26 UOG Sea Grant	1	\$ 500,000
406	\$ 500,000	#27 ORSP	1	\$ 500,000
407	\$ 500,000	#28 School of Engineering (SENG)	1	\$ 500,000
408	\$ 500,000	#29 CEDDERS	1	\$ 500,000
409	\$ 500,000	#30 CEDDERS	1	\$ 500,000
410	\$ 500,000	#31 SOH Social Work	1	\$ 500,000
411	\$ 500,000	#32 Center for Island Sustainability	1	\$ 500,000
412	\$ 500,000	#33 GLE and OIA	1	\$ 500,000
413	\$ 500,000	#34 CNAS	1	\$ 500,000
414	\$ 500,000	#35 CNAS	1	\$ 500,000

UNIVERSITY OF GUAM - DONATION NAMING PRICING GUIDE
SCHOOLS, PROGRAMS, & OUTREACH

Ref #	Donation	Subscription Rights	Category
College of Liberal Arts & Social Sciences			
1	\$ 3,000,000	College of Liberal Arts & Social Sciences	School/College
2	\$ 1,000,000	CLASS Annual Research Conference	Outreach
3	\$ 1,000,000	English Language Institute	Programs/Departments
4	\$ 500,000	CHamoru Language Competition	Outreach
5	\$ 500,000	Communications, Media & Fine Arts	Division
6	\$ 500,000	English & Applied Linguistics	Division
7	\$ 500,000	Humanities	Division
8	\$ 500,000	Isa Psychological Services Center	Outreach
9	\$ 500,000	Isla Center for the Arts	Outreach
10	\$ 500,000	Language Arts Conference	Outreach
11	\$ 500,000	Social & Behavioral Science	Division
12	\$ 500,000	UOG Fine Arts	Outreach
13	\$ 500,000	UOG Theatre	Programs/Outreach
14	\$ 500,000	Violence Against Women Prevention Program	Outreach
College of Natural & Applied Sciences			
15	\$ 3,000,000	College of Natural & Applied Sciences	School/College
16	\$ 1,000,000	Cooperative Extension & Outreach	Outreach
17	\$ 1,000,000	Western Pacific Tropical Research Center (WPTRC)	Research Centers
18	\$ 500,000	4H Summer Workshops	Outreach
19	\$ 500,000	Agriculture & Life Sciences	Division
20	\$ 500,000	Army ROTC	Division
21	\$ 500,000	Guam Aquaculture Development & Training Center	Outreach
22	\$ 500,000	Mathematics & Computer Science	Division
23	\$ 500,000	Natural Sciences	Division
24	\$ 500,000	Pre-Engineering	Division
25	\$ 500,000	UOG Herbarium	Outreach
Marine Laboratory			
26	\$ 1,000,000	Marine Laboratory	Research Centers
Global Learning & Engagement			
27	\$ 500,000	Adventure Sports Camp	Outreach
University Libraries			
28	\$ 500,000	UOG Press	Programs/Departments
29	\$ 500,000	Guam & Micronesia Collection	Library Resources
30	\$ 500,000	Spanish Documents Collection	Library Resources
31	\$ 500,000	Other MARC Collections	Library Resources
Office of Information Technology			
32	\$ 500,000	Office of Information Technology	Department
33	\$ 500,000	TADEO/PEACESAT	Outreach
School of Business & Public Administration			
34	\$ 3,000,000	School of Business & Public Administration	School/College

Ref #	Donation	Subscription Rights	Category
35	\$ 500,000	Center for Entrepreneurship and Innovation (C4EI)	Outreach
36	\$ 500,000	Guam Economic Report	Outreach
37	\$ 500,000	Guam Procurement Technical Assistance Center	Outreach
38	\$ 500,000	Pacific Islands Small Business Development Center	Outreach
39	\$ 500,000	Pacific Small Business Development Center	Outreach
40	\$ 500,000	Regional Center for Public Policy (RCPP)	Outreach
41	\$ 500,000	SOH-Learning Resources Center (LRC)	Outreach
School of Education			
42	\$ 3,000,000	School of Education	School/College
School of Engineering			
43	\$ 3,000,000	School of Engineering	School/College
Triton Esports			
44	\$ 500,000	Triton Esports	Program
UOG Athletics			
45	\$ 500,000	Triton Athletics Summer Camps	Outreach
Other Areas			
46	\$ 2,000,000	Cancer Research Center	Research Centers
47	\$ 2,000,000	Center for Excellence in Development Disabilities Education, Research & Service (CEDDERS)	Research Centers
48	\$ 2,000,000	Center for Island Sustainability (CIS)	Research Centers
49	\$ 2,000,000	Water and Environmental Research Institute (WERI)	Research Centers
50	\$ 500,000	Guam System for Assistive Technology (GSAT)	Outreach
51	\$ 500,000	Pacific Asia Inquiry	Academic Journals
52	\$ 500,000	Pacific Islands Climate Adaptation Science Center (PI-CASC)	Programs/Departments
53	\$ 500,000	Pacific Islands Cohort on Cardiometabolic Health (PICCAH)	Programs/Departments
54	\$ 500,000	Research Corporation of UOG	Programs/Departments

UNIVERSITY OF GUAM - DONATION NAMING PRICING GUIDE
VIRTUAL SPACES

Ref #	Donation	Subscription Rights	No. of Offerings	Projected Total Amt
Micronesia Area Research Center				
1	\$ 1,000,000	MARC Digital Library	1	\$ 1,000,000
2	\$ 750,000	MARC Digital-Guam & Micronesia Collection	1	\$ 750,000
3	\$ 750,000	MARC Digital-Spanish Documents Collection	1	\$ 750,000
4	\$ 500,000	MARC Digital-Other Collections	1	\$ 500,000
UOG Triton Esports				
5	\$ 1,000,000	Triton Esports Arena	1	\$ 1,000,000

2.3 BUDGET, FINANCE, AND AUDIT (BFA) COMMITTEE



UNIVERSITY OF GUAM
UNIBETSEDÁT GUÅHAN
Board of Regents

Resolution No. 23-18

**RELATIVE TO ADOPTING THE ADJUSTED GENERAL PAY PLAN FOR UOG
CLASSIFIED EMPLOYEES AND QUALIFYING STAFF EMPLOYEES AS AUTHORIZED
BY PUBLIC LAW 37-3**

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

WHEREAS, pursuant to 17 Guam Code Annotated §16113, all non-academic personnel and non-professional personnel, with the exception of unclassified employees under §4102 of Title 4, Guam Code Annotated, shall be classified;

WHEREAS, the Board of Regents (BOR) is responsible for approving and adopting budgets and plans that together serve as the primary controls to ensure the effectiveness and financial well-being of the University;

WHEREAS, Public Law 37-3 was enacted on March 31, 2023 adjusting the government of Guam General Pay Plan (GPP) by 22%;

WHEREAS, Public Law 37-3 appropriates the sum of One Million One Hundred Thirty-Four Thousand Two Hundred Forty-Nine Dollars (\$1,134,249) from the government of Guam's General Fund to UOG for the purpose of paying salary adjustments to the employees affected by the GPP for FY2023;

WHEREAS, in order to ensure parity of UOG classified employees with their other GovGuam counterparts, the GPP enclosed will be adopted;


WHEREAS, the UOG Administration and BOR recognizes the importance of adjusting the UOG GPP (UGPP) as approved by BOR Resolution 15-01, and the UOG administration will submit under a separate plan of action to the BOR, an adjusted UGPP comparable to the government of Guam GPP before October 1, 2023 for approval, effective for the beginning of FY2024, subject to the approval of the Reapportioned FY2024 UOG General Operations Budget; and

WHEREAS, the UOG Administration, the BOR Budget, Finance, and Audit Committee, and Academic, Personnel and Tenure Committee having reviewed and discussed the adjusted GPP, and recommend the enclosed GPP to the BOR for approval.

NOW, THEREFORE, BE IT RESOLVED, that the BOR authorizes UOG to utilize funds appropriated by Public Law 37-3 for the purpose of making salary adjustments for UOG Classified Employees and Qualifying Staff Employees in FY2023; and


BE IT FURTHER RESOLVED, that the GPP becomes effective for all UOG Classified employees and Qualifying Staff Employees upon adoption.

Adopted this 6th day of June, 2023.



Liza J. Provide, Chairperson

ATTESTED:



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

Guam Department of Administration January 30, 2023 General Pay Plan Salary Scale

GOVERNMENT OF GUAM - GENERAL PAY PLAN - 2023

Pay Grade	X-01	X-02	X-03	X-04	X-05	X-06	X-07	X-08	X-09	X-10	X-11	X-12	X-13	X-14	X-15	X-16	X-17	X-18
Per Annum	\$117,335	\$121,780	\$126,396	\$131,184	\$136,155	\$141,314	\$146,668	\$151,321	\$156,123	\$161,077	\$166,187	\$171,460	\$176,900	\$182,513	\$188,304	\$194,278	\$200,443	\$206,803
2080 hours	\$56.41	\$58.55	\$60.77	\$63.07	\$65.46	\$67.94	\$70.51	\$72.75	\$75.06	\$77.44	\$79.90	\$82.43	\$85.05	\$87.75	\$90.53	\$93.40	\$96.37	\$99.42
Pay Grade	W-01	W-02	W-03	W-04	W-05	W-06	W-07	W-08	W-09	W-10	W-11	W-12	W-13	W-14	W-15	W-16	W-17	W-18
Per Annum	\$111,747	\$115,982	\$120,376	\$124,938	\$129,671	\$134,584	\$139,684	\$144,116	\$148,889	\$153,406	\$158,273	\$163,295	\$168,476	\$173,822	\$179,337	\$184,027	\$189,897	\$196,955
2080 hours	\$53.72	\$55.76	\$57.87	\$60.07	\$62.34	\$64.70	\$67.16	\$69.29	\$71.48	\$73.75	\$76.09	\$78.51	\$81.00	\$83.57	\$86.22	\$88.96	\$91.78	\$94.69
Pay Grade	V-01	V-02	V-03	V-04	V-05	V-06	V-07	V-08	V-09	V-10	V-11	V-12	V-13	V-14	V-15	V-16	V-17	V-18
Per Annum	\$105,921	\$109,935	\$114,100	\$118,424	\$122,911	\$127,568	\$132,402	\$136,602	\$140,937	\$145,408	\$150,022	\$154,781	\$159,693	\$164,760	\$169,988	\$175,380	\$180,945	\$186,686
2080 hours	\$50.92	\$52.85	\$54.86	\$56.93	\$59.09	\$61.33	\$63.65	\$66.07	\$68.76	\$71.73	\$74.41	\$77.13	\$79.21	\$81.72	\$84.32	\$86.99	\$89.75	\$92.58
Pay Grade	U-01	U-02	U-03	U-04	U-05	U-06	U-07	U-08	U-09	U-10	U-11	U-12	U-13	U-14	U-15	U-16	U-17	U-18
Per Annum	\$99,457	\$103,226	\$107,136	\$111,196	\$115,409	\$119,782	\$124,321	\$128,266	\$132,336	\$136,535	\$140,866	\$145,336	\$149,948	\$154,705	\$159,614	\$164,678	\$169,902	\$175,293
2080 hours	\$47.82	\$49.63	\$51.51	\$53.46	\$55.48	\$57.59	\$59.77	\$61.67	\$63.62	\$65.64	\$67.72	\$69.87	\$72.09	\$74.38	\$76.74	\$79.17	\$81.68	\$84.28
Pay Grade	T-01	T-02	T-03	T-04	T-05	T-06	T-07	T-08	T-09	T-10	T-11	T-12	T-13	T-14	T-15	T-16	T-17	T-18
Per Annum	\$92,950	\$96,472	\$100,127	\$103,922	\$107,859	\$111,946	\$116,188	\$119,875	\$123,677	\$127,602	\$131,650	\$135,827	\$140,136	\$144,583	\$149,171	\$153,900	\$158,787	\$163,824
2080 hours	\$44.69	\$46.38	\$48.14	\$49.96	\$51.86	\$53.82	\$55.86	\$57.83	\$59.46	\$61.35	\$63.29	\$65.30	\$67.37	\$69.51	\$71.72	\$73.99	\$76.34	\$78.76
Pay Grade	S-01	S-02	S-03	S-04	S-05	S-06	S-07	S-08	S-09	S-10	S-11	S-12	S-13	S-14	S-15	S-16	S-17	S-18
Per Annum	\$86,466	\$89,741	\$93,141	\$96,671	\$100,335	\$104,136	\$108,082	\$111,511	\$115,049	\$118,700	\$122,466	\$126,352	\$130,360	\$134,496	\$138,764	\$143,167	\$147,709	\$152,395
2080 hours	\$41.57	\$43.14	\$44.78	\$46.48	\$48.24	\$50.07	\$51.96	\$53.81	\$55.31	\$57.07	\$58.88	\$60.75	\$62.67	\$64.66	\$66.71	\$68.83	\$71.01	\$73.27
Pay Grade	R-01	R-02	R-03	R-04	R-05	R-06	R-07	R-08	R-09	R-10	R-11	R-12	R-13	R-14	R-15	R-16	R-17	R-18
Per Annum	\$80,061	\$83,095	\$86,243	\$89,511	\$92,903	\$96,423	\$100,076	\$103,252	\$106,528	\$109,907	\$113,395	\$116,993	\$120,704	\$124,534	\$128,485	\$132,563	\$136,768	\$141,108
2080 hours	\$38.49	\$39.95	\$41.46	\$43.03	\$44.66	\$46.36	\$48.11	\$49.84	\$51.22	\$52.84	\$54.52	\$56.25	\$58.03	\$59.87	\$61.77	\$63.73	\$65.75	\$67.84
Pay Grade	Q-01	Q-02	Q-03	Q-04	Q-05	Q-06	Q-07	Q-08	Q-09	Q-10	Q-11	Q-12	Q-13	Q-14	Q-15	Q-16	Q-17	Q-18
Per Annum	\$73,788	\$76,583	\$79,486	\$82,497	\$85,623	\$88,867	\$92,235	\$95,162	\$98,182	\$101,296	\$104,510	\$107,826	\$111,247	\$114,777	\$118,419	\$122,175	\$126,053	\$130,052
2080 hours	\$35.48	\$36.82	\$38.21	\$39.66	\$41.17	\$42.72	\$44.34	\$45.75	\$47.20	\$48.70	\$50.25	\$51.84	\$53.48	\$55.18	\$56.93	\$58.74	\$60.60	\$62.52
Pay Grade	P-01	P-02	P-03	P-04	P-05	P-06	P-07	P-08	P-09	P-10	P-11	P-12	P-13	P-14	P-15	P-16	P-17	P-18
Per Annum	\$67,696	\$70,260	\$72,924	\$75,688	\$78,554	\$81,531	\$84,620	\$87,305	\$90,075	\$92,933	\$95,882	\$98,923	\$102,062	\$105,300	\$108,642	\$112,088	\$115,645	\$119,315
2080 hours	\$32.55	\$33.78	\$35.06	\$36.39	\$37.77	\$39.20	\$40.68	\$41.97	\$43.31	\$44.68	\$46.10	\$47.56	\$49.07	\$50.63	\$52.23	\$53.89	\$55.60	\$57.36
Pay Grade	O-01	O-02	O-03	O-04	O-05	O-06	O-07	O-08	O-09	O-10	O-11	O-12	O-13	O-14	O-15	O-16	O-17	O-18
Per Annum	\$60,875	\$63,180	\$65,575	\$68,059	\$70,638	\$73,315	\$76,093	\$78,908	\$80,999	\$83,568	\$86,219	\$88,956	\$91,778	\$94,690	\$97,695	\$100,794	\$103,992	\$107,291
2080 hours	\$29.27	\$30.38	\$31.53	\$32.72	\$33.96	\$35.25	\$36.58	\$37.74	\$38.94	\$40.18	\$41.45	\$42.77	\$44.12	\$45.52	\$46.97	\$48.46	\$50.00	\$51.58
Pay Grade	N-01	N-02	N-03	N-04	N-05	N-06	N-07	N-08	N-09	N-10	N-11	N-12	N-13	N-14	N-15	N-16	N-17	N-18
Per Annum	\$54,918	\$56,999	\$59,159	\$61,401	\$63,728	\$66,142	\$68,648	\$70,825	\$73,072	\$75,392	\$77,783	\$80,251	\$82,797	\$85,425	\$88,135	\$90,931	\$93,816	\$96,793
2080 hours	\$26.40	\$27.40	\$28.44	\$29.52	\$30.64	\$31.80	\$33.00	\$34.05	\$35.13	\$36.25	\$37.40	\$38.58	\$39.81	\$41.07	\$42.37	\$43.72	\$45.10	\$46.54
Pay Grade	M-01	M-02	M-03	M-04	M-05	M-06	M-07	M-08	M-09	M-10	M-11	M-12	M-13	M-14	M-15	M-16	M-17	M-18
Per Annum	\$49,731	\$51,615	\$53,571	\$55,601	\$57,708	\$59,895	\$62,163	\$64,136	\$66,111	\$68,269	\$70,436	\$72,671	\$74,977	\$77,356	\$79,809	\$82,342	\$84,954	\$87,650
2080 hours	\$23.91	\$24.82	\$25.76	\$26.73	\$27.74	\$28.80	\$29.89	\$30.83	\$31.81	\$32.82	\$33.86	\$34.94	\$36.05	\$37.19	\$38.37	\$39.59	\$40.84	\$42.14
Pay Grade	L-01	L-02	L-03	L-04	L-05	L-06	L-07	L-08	L-09	L-10	L-11	L-12	L-13	L-14	L-15	L-16	L-17	L-18

Per Annum	\$45,262	\$46,978	\$48,758	\$50,605	\$52,523	\$54,512	\$56,578	\$58,373	\$60,225	\$62,136	\$64,108	\$66,142	\$68,240	\$70,406	\$72,639	\$74,944	\$77,322	\$79,775
2080 hours	\$21.76	\$22.59	\$23.44	\$24.33	\$25.25	\$26.21	\$27.20	\$28.06	\$28.95	\$29.87	\$30.82	\$31.80	\$32.81	\$33.85	\$34.92	\$36.03	\$37.17	\$38.35
Pay Grade	K-01	K-02	K-03	K-04	K-05	K-06	K-07	K-08	K-09	K-10	K-11	K-12	K-13	K-14	K-15	K-16	K-17	K-18
Per Annum	\$41,372	\$42,940	\$44,567	\$46,256	\$48,008	\$49,827	\$51,715	\$53,356	\$55,049	\$56,795	\$58,597	\$60,456	\$62,374	\$64,354	\$66,395	\$68,502	\$70,675	\$72,918
2080 hours	\$19.89	\$20.64	\$21.43	\$22.24	\$23.08	\$23.96	\$24.86	\$25.65	\$26.47	\$27.31	\$28.17	\$29.07	\$29.99	\$30.94	\$31.92	\$32.93	\$33.98	\$35.06
Pay Grade	J-01	J-02	J-03	J-04	J-05	J-06	J-07	J-08	J-09	J-10	J-11	J-12	J-13	J-14	J-15	J-16	J-17	J-18
Per Annum	\$37,913	\$39,349	\$40,841	\$42,388	\$43,995	\$45,661	\$47,391	\$48,894	\$50,446	\$52,047	\$53,699	\$55,402	\$57,160	\$58,973	\$60,844	\$62,776	\$64,767	\$66,821
2080 hours	\$18.23	\$18.92	\$19.64	\$20.38	\$21.15	\$21.95	\$22.78	\$23.51	\$24.25	\$25.02	\$25.82	\$26.64	\$27.48	\$28.35	\$29.25	\$30.18	\$31.14	\$32.13
Pay Grade	I-01	I-02	I-03	I-04	I-05	I-06	I-07	I-08	I-09	I-10	I-11	I-12	I-13	I-14	I-15	I-16	I-17	I-18
Per Annum	\$34,886	\$36,209	\$37,580	\$39,004	\$40,483	\$42,016	\$43,608	\$44,992	\$46,419	\$47,891	\$49,412	\$50,979	\$52,597	\$54,266	\$55,987	\$57,764	\$59,596	\$61,487
2080 hours	\$16.77	\$17.41	\$18.07	\$18.75	\$19.46	\$20.20	\$20.97	\$21.63	\$22.32	\$23.02	\$23.76	\$24.51	\$25.29	\$26.09	\$26.92	\$27.77	\$28.65	\$29.56
Pay Grade	H-01	H-02	H-03	H-04	H-05	H-06	H-07	H-08	H-09	H-10	H-11	H-12	H-13	H-14	H-15	H-16	H-17	H-18
Per Annum	\$32,355	\$33,581	\$34,853	\$36,173	\$37,545	\$38,967	\$40,443	\$41,727	\$43,050	\$44,417	\$45,826	\$47,279	\$48,780	\$50,328	\$51,924	\$53,572	\$55,271	\$57,026
2080 hours	\$15.56	\$16.14	\$16.76	\$17.39	\$18.05	\$18.73	\$19.44	\$20.06	\$20.70	\$21.35	\$22.03	\$22.73	\$23.45	\$24.20	\$24.96	\$25.76	\$26.57	\$27.42
Pay Grade	G-01	G-02	G-03	G-04	G-05	G-06	G-07	G-08	G-09	G-10	G-11	G-12	G-13	G-14	G-15	G-16	G-17	G-18
Per Annum	\$30,169	\$31,313	\$32,498	\$33,731	\$35,008	\$36,335	\$37,712	\$38,909	\$40,143	\$41,417	\$42,731	\$44,086	\$45,486	\$46,928	\$48,417	\$49,953	\$51,538	\$53,174
2080 hours	\$14.50	\$15.05	\$15.62	\$16.22	\$16.83	\$17.47	\$18.13	\$18.71	\$19.30	\$19.91	\$20.54	\$21.20	\$21.87	\$22.56	\$23.28	\$24.02	\$24.78	\$25.56
Pay Grade	F-01	F-02	F-03	F-04	F-05	F-06	F-07	F-08	F-09	F-10	F-11	F-12	F-13	F-14	F-15	F-16	F-17	F-18
Per Annum	\$28,269	\$29,340	\$30,452	\$31,606	\$32,804	\$34,047	\$35,336	\$36,458	\$37,614	\$38,807	\$40,040	\$41,310	\$42,620	\$43,973	\$45,367	\$46,807	\$48,292	\$49,824
2080 hours	\$13.59	\$14.11	\$14.64	\$15.20	\$15.77	\$16.37	\$16.99	\$17.53	\$18.08	\$18.66	\$19.25	\$19.86	\$20.49	\$21.14	\$21.81	\$22.50	\$23.22	\$23.95
Pay Grade	E-01	E-02	E-03	E-04	E-05	E-06	E-07	E-08	E-09	E-10	E-11	E-12	E-13	E-14	E-15	E-16	E-17	E-18
Per Annum	\$25,736	\$26,712	\$27,724	\$28,774	\$29,865	\$30,996	\$32,170	\$33,192	\$34,244	\$35,330	\$36,451	\$37,608	\$38,801	\$40,032	\$41,303	\$42,614	\$43,965	\$45,360
2080 hours	\$12.37	\$12.84	\$13.33	\$13.83	\$14.36	\$14.90	\$15.47	\$15.96	\$16.46	\$16.99	\$17.52	\$18.08	\$18.65	\$19.25	\$19.86	\$20.49	\$21.14	\$21.81
Pay Grade	D-01	D-02	D-03	D-04	D-05	D-06	D-07	D-08	D-09	D-10	D-11	D-12	D-13	D-14	D-15	D-16	D-17	D-18
Per Annum	\$23,229	\$24,109	\$25,022	\$25,970	\$26,955	\$27,976	\$29,036	\$29,957	\$30,908	\$31,889	\$32,900	\$33,944	\$35,022	\$36,133	\$37,279	\$38,462	\$39,682	\$40,941
2080 hours	\$11.17	\$11.59	\$12.03	\$12.49	\$12.96	\$13.45	\$13.96	\$14.40	\$14.86	\$15.33	\$15.82	\$16.32	\$16.84	\$17.37	\$17.92	\$18.49	\$19.08	\$19.68
Pay Grade	C-01	C-02	C-03	C-04	C-05	C-06	C-07	C-08										

2.4 EXECUTIVE COMMITTEE



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

Resolution No. 23-19

**RELATIVE TO AMENDING THE EMPLOYMENT AGREEMENT FOR THE
PRESIDENT OF THE UNIVERSITY OF GUAM**

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

WHEREAS, the UOG Board of Regents (BOR) is responsible for appointing the President of UOG, for a specified contractual term, and determining the President's duties, compensation, salary, and endowment;

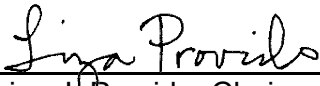
WHEREAS, the original employment agreement for the President of UOG was not clear on the insurance coverage for the return to Washington State from Guam of household effects as it was for the transfer to Guam from Washington State;

WHEREAS, the amendment makes clear that insurance for household effects will apply for the return to Washington State from Guam and has been reviewed by General Counsel to its form and validity; and

WHEREAS, the Vice President for Administration and Finance/Chief Business Officer, UOG President and BOR Executive Committee have reviewed the proposed amendment and recommend it to the BOR for approval.

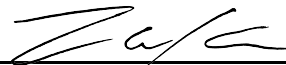
NOW, THEREFORE BE IT RESOLVED, that the BOR approves the first amendment to the employment agreement for the President of UOG, effective immediately.

Adopted this 6th day of June, 2023.



Liza J. Provideo, Chairperson

ATTESTED:



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


**FIRST AMENDMENT TO
EMPLOYMENT AGREEMENT FOR THE PRESIDENT
OF THE UNIVERSITY OF GUAM**

The University of Guam, hereinafter referred to as the "University," and Thomas W. Krise, Ph.D, hereinafter referred to as "President," hereby agree to amend their Employment Agreement for the President of the University of Guam, which the Parties entered into on or about July 17, 2018, as follows:

1. Paragraph 17.0(d) is amended to read: "The University shall be responsible for any return airfare transportation and shipping of three thousand five hundred (3,500) pounds of authorized household effects, packed, crated, and insured, for the President and spouse from Guam to the point of hire if the President completes the term of the Agreement."
2. All other terms of the contract shall remain in full force and effect.

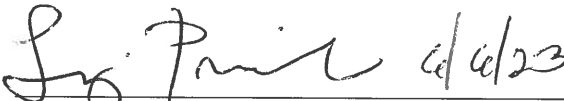
IN WITNESS WHEREOF, the Parties have executed this Amendment on the dates indicated under their respective signatures.

PRESIDENT:



Thomas W. Krise, Ph.D. 6 June 2023
Date

UNIVERSITY OF GUAM:




Liza J. Provide 6/6/23
Date
Chairperson, UOG Board of Regents



Mike W. Naholowaa June 6, 2023
Date
Treasurer, UOG Board of Regents

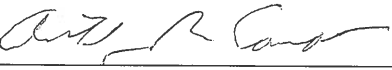
Certified Funds Available:

Certifying Officer:



Randall V. Wiegand 6/6/23
Date

Approved As To Form and Legality:



Anthony R. Camacho, Esq. 6/6/23
Date
UOG General Counsel

GL# 10A200000T5

EMPLOYMENT AGREEMENT FOR THE PRESIDENT OF THE UNIVERSITY OF GUAM

This Agreement is made by and between the University of Guam Board of Regents (“Board”) and Thomas W. Krise, Ph.D. (“Dr. Krise” or “President”).

WITNESSETH

WHEREAS, the University of Guam undertook a search to select a new President for the University;

WHEREAS, the Board, acting upon recommendations from the Presidential Search Committee, by an affirmative vote of six (6) members, selected Dr. Krise to be the President of the University of Guam;

WHEREAS, the Board has determined that Dr. Krise possesses those qualities of a President of the University of Guam required pursuant to 17 GCA § 16110 (b);

WHEREAS, Dr. Krise has accepted the appointment of the Board and desires to serve as the President of the University of Guam; and

WHEREAS, the parties hereto now wish to specify the terms and conditions of Dr. Krise’s employment as President of the University.

NOW, THEREFORE, in accordance with the mutual and dependent terms and conditions set forth herein, the **BOARD OF REGENTS OF THE UNIVERSITY OF GUAM** and Dr. Krise hereby agree as follows:

1.0 Appointment as President

- 1.1 Board appoints and employs Dr. Krise to be President of the University of Guam (“University”), to serve as the chief executive officer of the University under policies, supervision, and direction of the Board. The President shall be the executive head of the internal operating organization of the University and shall be responsible for the administration of the academic, business, and services activities thereof. President accepts and agrees to such employment.
- 1.2 President shall perform all duties required by law, University of Guam policies, rules, regulations and procedures, and by this Agreement, including but not limited

to:

- 1.2.1 Serving as the Executive Secretary, *ex officio*, of the Board;
- 1.2.2 Seeking sources of local, regional and national public and private funding for the support of the University;
- 1.2.3 Serving as Secretary, *ex officio*, on the Board of Directors of the University of Guam Endowment Foundation, unless otherwise directed by the Foundation Board;
- 1.2.4 Promoting the teaching, research and service mission of the University;
- 1.2.5 Serving as Chairperson of the Board of Directors of the Research Corporation of the University of Guam;
- 1.2.6 Ensuring that in administering the affairs of the University, the University abides by the statutes of Guam and the Board policies, rules, regulations, and procedures issued for the operation of the University;
- 1.2.7 Informing the Board of the activities, problems, and needs of the University;
- 1.2.8 Formulating, presenting and defending the annual University budget to the Board and the Guam Legislature;
- 1.2.9 Undertaking all efforts possible to maintain the standards requisite for accreditation of the University;
- 1.2.10 Approving the hiring, promotion and dismissal of all classified and non-academic personnel for the University in accordance with Civil Service procedures as may be necessary to fulfill the mission and purposes of the University;
- 1.2.11 Recruiting and appointing faculty and administrators, on the recommendations of appropriate administrators and guided by the recommendations of Search Committees, as may be necessary to fulfill the mission and purposes of the University;
- 1.2.12 Delegating responsibilities and commensurate authority to appropriate personnel and evaluating their performance;
- 1.2.13 Providing institutional, faculty and educational leadership and long-range planning;

- 1.2.14 Supervising institutional buildings, grounds and equipment controlled by this University;
- 1.2.15 Recruiting, retaining, and graduating students and providing student services;
- 1.2.16 Promoting alumni relations with the University and alumni support of the University;
- 1.2.17 Communicating effectively with the University's multi-ethnic Board, faculty, staff and students in order to build and nurture coalitions;
- 1.2.18 Implementing shared governance with the faculty;
- 1.2.19 Maintaining a proper balance among the University's regional and international missions with the understanding that the local mission is the University's primary focus;
- 1.2.20 Promoting articulation with local and regional institutions.

2.0 Performance of Duties as President

- 2.1 President agrees to faithfully, industriously, and with application of experience, ability and talent, devote full-time attention and energies to the duties as President of the University;
- 2.2 Such duties shall be rendered at the campus of the University of Guam and at such other place or places as Board or President shall deem appropriate for the interest, needs, business or opportunity of the University;
- 2.3 The expenditure of reasonable amounts of time for personal or outside business, as well as charitable and professional development activities, shall not be deemed a breach of this Agreement, provided such activities do not interfere with the services required to be rendered to the Board under the provisions of this Agreement. The making of passive and personal investments and the conduct of private business affairs shall not be prohibited.
- 2.4 President shall not, without prior written permission from the Board, render service of any professional nature, excluding publications, teaching and consultation in President's professional field, to or for any person or firm for remuneration other than to the Board. It is understood that the President's professional field includes

consulting with other academic institutions, organizations, agencies or foundations with regard to professional assessment, program review, strategic planning, and related matters; nothing in this Agreement shall be deemed to prohibit the President from participation in such activities.

- 2.5 President shall not engage in any activity that may be competitive with and adverse to the best interest of the University.
- 2.6 Pursuant to Title 4 Chapter 5 of the Guam Code Annotated (“4 GCA Chapter 5”), the President may engage in political activity consistent with the restrictions set forth in Section 5103, so long as such activity does not materially compromise his efficiency or integrity as President or the neutrality, efficiency or integrity of the University of Guam, as proscribed in Section 5103.

3.0 Term of Appointment: Evaluation: Renewal

- 3.1 This appointment shall be for a term of five (5) years, commencing on or before August 6, 2018 and will terminate on August 5, 2023. Time is of the essence with regard to the commencement date.
- 3.2 After the completion of twelve (12) months of the term of this Agreement, and annually thereafter, a committee of the Board shall meet with the President to evaluate and discuss President’s performance. To aid the Board in such annual job performance review, the President agrees to furnish such oral and written reports as may be required by the Board. However, the outcome of the President’s annual review shall not be used to terminate this Agreement other than as provided for in Section 16.1 of this Agreement.
- 3.3 The Board, in its sole discretion, may offer to extend this Agreement for an additional year(s) upon the terms and conditions contained in this Agreement or upon such additional or different terms as may be agreed upon by President and Board. In the event this Agreement is not renewed, the Board shall give the President a nine (9)-month notice of non-renewal.

4.0 Salary

- 4.1 For all services rendered under this Agreement, the Board shall pay President an annual base salary of Two Hundred Ten Thousand Dollars (\$210,000) payable in twenty-six (26) pay periods. Salary shall include deductions for applicable Guam and federal taxes.
- 4.2 President's salary shall be reviewed annually. Should the Board determine that the President's performance is satisfactory or better, the President shall be entitled to an annual merit base salary adjustment of two to three percent (2% to 3%) for a satisfactory or better performance review.
- 4.3 President shall be responsible for any income tax liability incurred as a result of this Agreement.

5.0 Insurance and Retirement Benefits

- 5.1 President and his eligible dependents shall be eligible for standard Government of Guam hospitalization, medical, dental and other forms of insurance offered to full-time employees of the University.
- 5.2 President shall be an employee of the University for the purposes of being covered by the Board's Government of Guam Worker's Compensation policy.
- 5.3 President will be required to participate in the Government of Guam Defined Contribution Retirement Program. He may also voluntarily participate in the Government of Guam 457 Deferred Compensation Program.

6.0 Annual and Sick Leave

The President shall be entitled to annual leave at the rate of eight (8) hours per bi-weekly pay period, pursuant to 4 GCA § 4109. The President shall be entitled to sick leave at the rate of four (4) hours per bi-weekly pay period, pursuant to 4 GCA § 4108. Annual accumulated leave is limited to three hundred twenty (320) hours each fiscal year. Annual leave in excess of 320 hours shall be credited to sick leave, not to exceed one hundred (100) hours credited at the end of each fiscal year. The remainder of the excess leave after crediting 100 hours to sick leave, if any, shall be lost. Unused sick leave may be accumulated and carried over to succeeding leave years without limitation.

Unused annual and/or sick leave at the time of termination of employment or retirement will be subject to the provisions under the Government of Guam Defined Contribution Retirement Program.

7.0 Housing

The Board shall provide a housing allowance of Two Thousand Dollars (\$2,000) per month, inclusive of but not limited to any association and/or maintenance fees. The annual amount of the housing allowance shall be payable in twenty-six (26) installments that coincide with the University pay periods and shall be considered part of the President's gross compensation package.

8.0 Automobile Allowance

The Board shall provide an automobile allowance of Five Hundred Dollars (\$500) per month which shall be considered as part of the President's gross compensation package. This allowance is intended to cover automobile and associated expenses incurred by the President for the use of his personal vehicle for University purposes.

9.0 Professional Dues and Meetings

During the term of this Agreement, and upon approval of the Chair of the Board, the University shall either advance sums or reimburse the President for reasonable costs incurred by the President to maintain or improve his/her professional skills and performance, to attend educational conferences, conventions, courses, seminars and other similar professional growth activities, including President's individual membership in professional organizations.

Costs include actual expenses for said training, such as travel, registration, room and meals for attending professional conventions. The President agrees to submit documentation to the University that substantiates such expenses in accordance with the general public policy of the University.

10.0 Travel for the University

The Board shall provide airfare, lodging, meals and reasonable expenses to support travel to accomplish University goals and objectives. Such travel may be required for fundraising functions and to officially represent the university with accrediting bodies, national and international organizations and Washington D.C. departments and agencies and other functions as may be needed to support the University. The President shall provide a full report to the Board within ten (10) business days starting the day of his return to work from official travel.

The President's spouse is authorized to accompany the President on official travel to one annual Board-approved meeting/conference and to attend selected fundraising events as needed to represent the University's interests.

The President's spouse is prohibited under Guam law from being employed at the University during the President's term of office.

11.0 Entertainment Allowance

Board will provide for reasonable expenses incurred by President for University-related entertaining, as approved by the Chair of the Board.

12.0 Membership in Service Organizations

Board will provide President with membership in organizations that would further the interests of the University, as approved by the Chair of the Board.

13.0 Expense Receipts and Documentation

President agrees to maintain and furnish an accounting of expenses provided for in this Agreement in reasonable detail as required.

14.0 Tenure Status and Retreat Rights

The President shall be tenured as a full professor in an appropriate academic department of the University, in recognition of his prior years of tenured service in previous institutions. The President may retreat to full-time faculty status, except if he is

terminated for cause from the position of President, at a salary equal to the highest paid faculty member.

15.0 Working Facilities

President shall be furnished with a private office, secretarial assistance and such other facilities and services suitable to the position and adequate for the performance of the duties. In addition, as an extended working facility, the President's residence shall also be furnished with a computer, printer, scanner, facsimile, and WIFI/Internet. A cell phone unit will be provided that is compatible with the service plan selected and paid for by the President.

16.0 Termination

16.1 Termination by the Board for Cause. The Board, by an affirmative vote of at least five (5) members, may terminate the services of the President for cause. Such cause consists of malfeasance in office or for persistent neglect of, or failure to discharge duties, or for offenses involving moral turpitude, and for no other cause. The President shall not be removed from office before a written bill of particulars has been given to him and before an investigation and an open and public hearing shall have been had. Should the President remove his residence from Guam, he shall be deemed to have vacated his/her office.

16.2 Termination for Disability or Death. This Agreement may be terminated by the Board if the President dies or becomes totally disabled, incapacitated, or physically, mentally, or legally incapable of carrying out the duties of President, as defined by this Agreement. If the President become incapable of carrying out the duties of office, due to permanent disability or incapacity and is terminated, Board shall be liable to President or President's personal representative, as the case may be, for any accrued but unpaid compensation together with a proportionate part of any other benefits which would be due and payable to the President, or personal representative, as the case may be, for any accrued but unpaid compensation together with a proportionate part of any other benefits which would be due and payable to the President, or personal representative, as the case may be, by reason of death or

incapacity during employment by the Board. President shall receive a monthly salary payment for 12 months, which may be a combination of long-term disability insurance payments and wages, if permitted by the terms of the insurance policy, or be comprised totally of wages paid by the University. Should President become eligible for a Government of Guam disability retirement annuity, then said annuity shall be in lieu of the disability benefits provided herein.

17.0 Relocation

The University will provide: (i) transportation from Washington State, the point of recruitment, to Guam (subject to other terms and provisions of the Agreement) for the President and spouse; and (ii) shipment from point of hire to Guam of authorized household effects up to three thousand five hundred (3,500) pounds, packed and crated. All costs of packing, crating and insurance will be covered by the University.

- (a) Spouse will travel accompanied by the President unless prior approval is obtained from the University.
- (b) The University will not be responsible for any excess baggage charges or for similar charges made by any carrier for transportation of items exceeding those normally transported without cost as accompanied baggage.
- (c) No portion of the household effects allowance will be used for the shipment of a motor vehicle.
- (d) The University shall be responsible for any return airfare transportation and shipping of three thousand five hundred (3,500) pounds of authorized household effects, packed and crated, for the President and spouse from Guam to the point of hire if the President completes the term of the Agreement.
- (e) The University shall not be responsible for injury to or death of the President or spouse arising from transportation furnished hereunder, or for damages to household effects whether in transit or storage, or for damages or inconvenience caused by delay, transportation unavailability, rescheduling, errors of any travel agent or any other matters beyond the direct control of the University.

The University shall provide for up to one month of paid hotel accommodations and rental of a car prior to the President moving into a permanent residence. Reservations and selection of hotel and car rental agency will be made by the University. However, the University shall not be responsible for damages incurred by the President arising from hotel and rental car furnished. The University strongly recommends that rental car insurance be secured at the President's expense.

18.0 Indemnification

The University agrees to and shall indemnify, defend and hold the President harmless from and against all claims, causes of action, costs, expenses, losses, liabilities, damages or obligations, including reasonable attorney's fees, arising from or relating to (i) his employment as President of the University of Guam; or (ii) the performance of or scope of work of his official duties; or (iii) any action, suit or proceeding in which he is sued in his official or personal/individual capacity in any matter relating to the performance of his duties as President. The indemnification provided hereunder shall include the attorney's fees incurred or imposed upon the President in connection with or resulting from any action, suit or proceeding. The University further agrees to indemnify the President against any damages, costs or expenses which may be incurred or paid in connection with any such action, suit or proceeding, or the settlement or compromise thereof.

19.0 Entire Agreement: Modification

This Agreement constitutes the entire understanding of the parties hereto and supersedes any and all prior or contemporaneous representative or agreements, whether written or oral, between the parties, and cannot be changed or modified unless in writing signed by the parties hereto.

20.0 Severability

The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

This Agreement shall be interpreted and construed in accordance with the laws of Guam, which shall be the forum for any lawsuit arising from or incident to this Agreement.

21.0 Waiver

No delay or failure to enforce any provision of this Agreement shall constitute a waiver of limitation of rights enforceable under this Agreement.

22.0 Non-Assignable

This Agreement is not assignable, but shall be binding upon the heirs, administrators, personal representatives, successors, and assigns of both parties.

23.0 Notices

All notices, requests, demands and other communications hereunder shall be in writing and shall be deemed to have been duly given if delivered personally or by overnight commercial courier or mailed, by certified mail, return receipt as follows:

THE BOARD OF REGENTS

Elizabeth C. Gayle
Chairperson, Board of Regents
UOG Station

Mangilao, Guam 96923

THE PRESIDENT

Thomas W. Krise, Ph.D.
Office of the President
Jesus & Eugenia Leon Guerrero Bldg.
UOG Station
Mangilao, Guam 96923

24.0 Counterparts

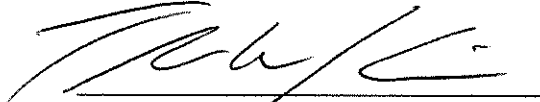
This Agreement may be executed by the parties in counterparts.

SIGNATURE PAGE FOLLOWS.

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IN WITNESS WHEREOF, the parties have executed this Agreement on the dates indicated under the respective signatures.

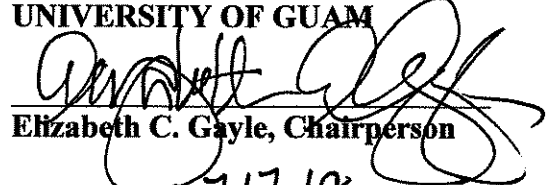
PRESIDENT



Thomas W. Krise, Ph.D.

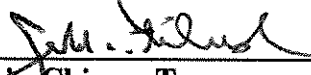
Date: July 9, 2018

**BOARD OF REGENTS OF THE
UNIVERSITY OF GUAM**



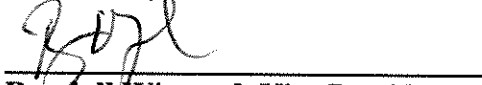
Elizabeth C. Gayle, Chairperson

Date: 7.17.18

for: 
**Elyin Chiang, Treasurer
Chairman of Budget, Finance, Investment
and Audit Committee**

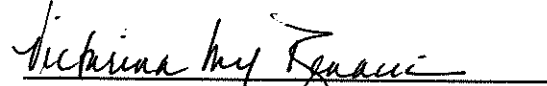
Date: 7/17/18

Certifies as to Funds Available:



**Randall Wiegand, Vice President
Administration and Finance
Certifying Officer**

Date: 7/16/18
GL# 10A200000T5


**Victorina M.Y. Renacia
Legal Counsel**

Date: 7/16/18



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

Resolution No. 23-20

**RELATIVE TO APPROVING THE UNIVERSITY OF GUAM BOARD OF REGENTS'
SECOND AMENDED BYLAWS**

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

WHEREAS, the governance and well-being of UOG is vested in the Board of Regents (BOR);

WHEREAS, since the last update to the BOR Bylaws, BOR Resolution 22-20, on May 23, 2022, clarification of one issue concerning the Bylaws has arisen as to whether the Indemnification of Regents and Officers will cover a criminal proceeding arising out of the good faith performance of a Regent or Officer's official duties;

WHEREAS, the UOG BOR's Second Amended Bylaws contains an amendment clarifying that Regents and Officers will be indemnified in the event criminal proceedings are brought against them for their good faith performance of their official duties; and

WHEREAS, the BOR Executive Committee has reviewed and recommends approval of the UOG BOR's Second Amended Bylaws for BOR approval.

NOW, THEREFORE, BE IT RESOLVED, that the BOR approves the UOG BOR's Second Amended Bylaws, as attached, and that this Resolution supersedes the BOR Bylaws that was approved from BOR Resolution 22-20.

Adopted this 6th day of June, 2023.

Liza J. Provideo, Chairperson

ATTESTED:

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

**UNIVERSITY OF GUAM BOARD OF REGENTS
SECOND AMENDED BYLAWS**

ARTICLE I. OFFICES

Section 1. Location

The principal office for the transaction of the business of this Corporation, named as the University of Guam (UOG), shall be located in the Administration Building of UOG, municipality of Mangilao, Guam.

Section 2. Other Offices

Branch or subordinate offices may at any time be established by the Board of Regents (BOR) at any place or places where the Corporation is qualified to do business.

ARTICLE II. REGENTS' MANAGEMENT

Section 1. Powers

Subject to the limitation of the UOG Articles of Incorporation, of these Bylaws and of the laws of Guam, all Corporate powers shall be exercised by or under authority of, and the business and affairs of this Corporation shall be controlled by the BOR.

Section 2. Number and Qualification

The authorized number of Regents of the Corporation shall be nine (9) until changed by amendment to Title 17 Guam Code Annotated (GCA) §16104 and by amendment to the current Articles of Incorporation. All Regents must be citizens of the United States or resident aliens domiciled in Guam for at least three (3) years prior to appointment to the BOR. At least one (1) Regent shall be an alumnum of UOG.

Section 3. Appointment and Term of Office

The Regents shall, subject to the procedures established in Public Law 26-24, the Articles of Incorporation and Bylaws, be nominated by the Regent Nominating Council (RNC), appointed by the Governor of Guam (I Maga'lahaen Guåhan), with the advice and consent of the Legislature (I Liheslaturan Guåhan) and, excepting the Student Regent, the terms of the Regents shall be staggered and for six (6) years.

The RNC has sole responsibility to identify, recruit, evaluate, and nominate all qualified candidates for non-student membership on the BOR of UOG. As such, the RNC will follow its own Bylaws outlining its membership and operations for the conduct of a search for non-student Regent candidates and the selection of Regent nominees in accordance with 17 GCA §16104.5.

Pursuant to 17 GCA §16104.6, the Student Regent shall be a full BOR member with all rights, privileges and responsibilities thereof. To be eligible to serve as a Student Regent of the BOR, the person shall be a full-time student at UOG who has completed one (1) year of study (for at least thirty (30) credits) and who has maintained good academic standing as defined by the BOR. The Student Regent shall serve for a term of two (2) years beginning at twelve o'clock noon on the first Monday in May in the year in which he or she is elected.

The BOR shall establish the Student Regent Election Regulations and transmit it to the UOG Student Government Association (SGA) and Dean of Enrollment Management and Student Success for implementation and compliance.

New Regents are appointed by the I Maga'láhen Guáhan with the advice and consent of the I Liheslaturan Guáhan, and the Student Regent is certified by the Chairperson of the BOR. After new Regents and the Student Regent are appointed with advice and consent or certified as BOR members, the Chairperson of the BOR will administer an oath of office to the new BOR members prior to them officially assuming responsibilities. The Executive Secretary of the BOR (UOG President) will administer the oath of office to the Chairperson of the BOR or new members, as needed.

Section 4. Waiver of Notice

When all the Regents are present at any full BOR meeting, however called or noticed, and sign a written consent thereto on the records of such meeting, or, if a majority of the Regents are present (five (5) Regents), and if those not present sign in writing a waiver of notice of such meeting, whether prior to, or after the holding of such meeting, said waiver shall be filed with the Executive Secretary, and the transactions thereof are as valid as if he/she had a meeting regularly called and noticed.

Section 5. Notice of Adjournment

Notice of the time and place of holding an adjourned meeting need not be given to absent Regents if the time and place be fixed at the meeting adjourned.

Section 6. Quorum and Voting

A majority of the Regents shall be necessary to constitute a quorum for the transaction of business, provided that a minority of the Regents, in the absence of a quorum, may adjourn from time to time, but may not transact any business. A minimum of five (5) Regents must be present to constitute a quorum for a full BOR meeting, and an affirmative vote of five (5) members or more is required for any action to be valid.

For BOR Committee meetings, the committee or members of the committee who cannot physically attend a BOR Committee meeting may participate in a BOR Committee meeting via video teleconferencing and will be included as part of the quorum and voting. See Article V, Section 3 for more details and requirements.

For a full BOR meeting, up to four (4) Regents who cannot physically attend a full BOR meeting may participate in a full BOR meeting via video teleconferencing and will be included as part of the quorum and voting (5 GCA §43121). See Article V, Section 3 for more details and requirements.

ARTICLE III. CODE OF CONDUCT

In accordance with institutional integrity principles outlined by the Association of Governing Boards (AGB) and encouraged by the Western Association of Schools and Colleges, the BOR passed the following Code of Conduct in BOR Resolution 02-1.

Section 1. Code of Conduct

1. To become familiar with and committed to the major responsibilities of a governing BOR for the UOG:
 - a. To appoint and remove the President
 - b. To support the President
 - c. To monitor the President's performance
 - d. To clarify the mission
 - e. To approve long-term plans
 - f. To approve the educational program
 - g. To ensure financial solvency
 - h. To preserve institutional independence
 - i. To enhance the public image
 - j. To assess BOR performance
2. To exercise the powers and responsibilities of the BOR given in the UOG Articles of Incorporation.
3. To be independent-minded and to focus on the intersection between society and the academic institution.
4. To base BOR decisions on how the institution can best serve the public trust by respecting the boundaries of the institution's mission.
5. To be willing to make unpopular decisions in the best interest of the institution and society.
6. To serve as models of public conduct through our personal demeanor, public respect for civilized dialogue, strict avoidance of conflict of interests, and commitment to BOR self-regulation and periodic self-assessment.
7. To articulate intellectual integrity and academic freedom that are at the heart of the historical justification for self-governance in universities.
8. To resist pressure from outside individuals to intervene on behalf of a particular student or group of students, or employee(s).
9. To ignore directives from political leaders to vote a certain way on such policy matters as admissions, curriculum content, program approvals, and the selection of BOR Officers and institutional administrators.
10. To refuse to change the composition of the BOR to designate seats for members expected to represent interests.
11. To oppose proposals from political leaders to restructure or abolish boards that have resisted or neglected their wishes.
12. To avoid favoring particular economic interests.
13. To not be manipulated in the Presidential search process to ensure the selection of a candidate favorable to the faculty, alumni, political party, business leaders, or special interest groups.

14. To support the institution's fund-raising efforts through personal giving in accordance with one's means and to be willing to share in the solicitation of others.
15. To devote time to learn how the institution functions – its uniqueness, strengths and needs - its place in post-secondary education.
16. To carefully prepare for, regularly attend, and actively participate in, BOR meetings and BOR Committee assignments.
17. To accept and abide by the fiscal responsibilities of the BOR as specified by UOG Charter, UOG Articles of Incorporation, Bylaws, applicable UOG Policy and associated manuals, and government statutes and regulations.
18. To vote according to one's personal conviction, to challenge the judgment of others when necessary; yet to be willing to support the majority decision of the BOR and work with the other BOR members in a spirit of cooperation.
19. To maintain confidential BOR deliberations and avoid acting as spokesperson for the entire BOR, unless specifically authorized to do so.
20. To understand the role of the BOR as a policy-making body and to avoid participation in the actual administration of policy.
21. To learn and use consistently designated institutional channels when conducting BOR business in matters dealing with employees and students.
22. To comply with conflict of interest policies and disclosure forms developed by the BOR.
23. To refrain from actions and involvement that might prove embarrassing to the BOR and UOG, and to resign if such actions or involvements develop.
24. To always make judgments based on what is best for the institution as a whole and for the advancement of higher education rather than to serve a special interest.

ARTICLE IV. OFFICERS

Section 1. Officers

The Officers of the Corporation shall be a Chairperson of the BOR, a Vice Chairperson, a Treasurer, and the UOG President, who shall also be the Executive Secretary of the BOR. The Corporation may also have, at the discretion of the BOR, one or more Vice Chairpersons, one or more Assistant/Acting Secretaries, and such other Officers as may be appointed in accordance with the provisions of Section 3 of this Article. One (1) Regent may not hold two (2) or more offices.

Section 2. Election

The Officers of the Corporation, except such Officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article, shall be chosen in April of each year by the BOR, and each shall hold such office until the Officer shall resign or shall be removed or otherwise disqualified to serve, or a successor shall be elected and certified.

Section 3. Subordinate Officers, etc.

The BOR may appoint such other Officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority and perform such duties, as are provided in the Bylaws or as the BOR may from time to time determine. All such appointments shall be made in accordance with 17 GCA §16108 and §16114, and as may hereafter be further amended.

Section 4. Removal and Resignation

A member of the BOR may be removed by a majority vote of five (5) or more Regents for malfeasance in office or for persistent neglect or inability to discharge duties, or for offenses involving moral turpitude, and for no other cause, at any regular or special meeting of the BOR. However, no member of the BOR shall be removed from office before a written bill of particulars shall have been given to the accused and before an investigation and an open hearing shall have been had. Any member who removes his residence from Guam shall be deemed to have vacated his office, thereby creating a vacancy on the BOR.

Removal shall be in accordance with 17 GCA §16106, and any applicable, duly promulgated UOG personnel rules and regulations. Nothing in this section shall be interpreted as limiting or being contrary to any tenure or employment rights obtained by any Officer of UOG pursuant to any statute, regulation, contract or otherwise.

Any Officer may resign at any time by giving written notice to the Governor of Guam (I Maga'lahaen Guåhan), BOR, and the UOG President. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein. The acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed by these Bylaws, the Articles of Incorporation, 17 GCA Chapter 16, and Public Law 26-24, and as may hereafter be amended.

When a Student Regent ceases to be a full-time student or falls below the academic standing required for student membership, he or she shall be deemed to have vacated his or her position on the BOR. Any vacancy during the term of a Student Regent shall be filled for the remainder of the term by an election of a majority of the Student Body Senate of a student having the qualifications specified in the Articles of Incorporation and these Bylaws.

Section 6. Chairperson of the BOR

The Chairperson of the BOR shall, if present, preside at all regular and special meetings of the BOR, and exercise and perform such other powers and duties as may be from time to time assigned to him/her by the BOR or prescribed by the Bylaws. The Chairperson also:

- 1) Appoints the Chairperson and members of the BOR Committees and any other Committees.
- 2) Acknowledges communications, petitions, requests and proposals on behalf of the BOR and refers same to the UOG President or appropriate Committee of the BOR for action or recommendation.

- 3) Maintains liaison with the UOG President to facilitate an effective working relationship between the administration and the BOR.
- 4) Approves all press releases and public statements made by the BOR.
- 5) Approves agenda items for any regular or special meeting of the BOR.
- 6) Coordinates the efforts of the BOR Committees to strengthen their roles and functions.
- 7) Performs such other duties as may be from time to time assigned by the BOR or prescribed by the Bylaws.
- 8) Acts as spokesperson for the BOR when required.

Section 7. Vice Chairperson

In the absence or disability of the Chairperson of the BOR, the Vice Chairperson designated by the BOR shall perform all the duties of the Chairperson of the BOR, and when so acting shall have all the powers of, and be subject to, all the restrictions upon, the Chairperson. The Vice Chairperson shall have such other powers and perform such other duties as from time to time may be prescribed for respectively by the BOR or the Bylaws.

Section 8. Treasurer

The Treasurer provides general supervision and oversight of the financial and other assets of the Corporation. The Treasurer also:

- 1) Keeps and maintains, or causes to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital and surplus. Any surplus, including earned surplus, shall be classified according to source and shown in a separate account. The books of account shall at all reasonable times be open to inspection by any Regent.
- 2) Deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the BOR. He/she shall disburse the funds of the Corporation as may be ordered by the BOR, shall render to the Chairperson and Regents, whenever they request it, an account of all his/her transactions as treasurer and of the financial condition of the Corporation.
- 3) Has such other powers and perform such other duties as may be prescribed by the BOR or the Bylaws.

Section 9. Executive Secretary

The Executive Secretary (UOG President):

- 1) Keeps, or causes to be kept, a book of minutes, at the principal office or such other place as the BOR may order, of all meeting of Regents, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, and the names of those present at Regents' meetings.
- 2) Schedules and sets regular or special meetings of the BOR in consultation with the Chairperson of the BOR and as prescribed by the Bylaws.
- 3) Prepares and distributes agenda for each of the regular, special, and Committee meetings.
- 4) Secures information from UOG on matters under consideration by the BOR.
- 5) Maintains, collects, and preserves the official records of the BOR.
- 6) Collates and provides an index of policies which are adopted by the BOR.

- 7) Keeps the seal of the Corporation in safe custody.
- 8) Is a non-voting participant at BOR meetings.
- 9) Performs additional duties as assigned by the BOR.

Section 10. UOG President

Subject to such supervisory powers, if any, as may be given by the BOR to the Chairperson of the BOR, the UOG President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the BOR, have general supervision, direction, and control of the business and Officers of the Corporation. The President shall be an *ex officio* member as the Executive Secretary of the BOR and all standing Committees, including the Executive Committee, if any, and shall have the general powers as prescribed by the BOR or the Bylaws. The President, in accordance with the provisions of the UOG Policy and associated manuals, and the existing BOR/Faculty Union Agreement, guided by the recommendations of Search Committees, and upon the recommendation of appropriate administrators, appoints faculty and administrators as may be necessary to fulfill the mission and purposes of UOG.

The President shall also serve as Executive Secretary of the UOG Endowment Foundation, and Chairperson for the Research Corporation of UOG (RCUOG).

Section 11. Orientation of New Regents

Orientation of new Regents is the responsibility of the Chairperson, individual Regents, the President, and his/her staff. New Regents shall receive a copy of a BOR Orientation Handbook and supporting materials. Additionally, individual or group Regent orientation meetings may be arranged as necessary.

P.L. 32-031 (5 GCA Chapter 43, §43116) requires the BOR to establish an educational program to prepare its members for their duties and that each member shall complete the educational program within thirty (30) calendar days of his/her confirmation by the Legislature (I Liheslaturan Guåhan) to the BOR, and annually thereafter as a form of continuing education.

P.L. 28-76 (4 GCA Chapter 15 § 15409) requires any person appointed as a Regent to attend an Ethics in Government program within the first six (6) months of a member's appointment and to attend a refresher Ethics in Government program at least once every four (4) years.

Section 12. Indemnification of Regents and Officers

Each Regent and Officer of the Corporation, now or hereafter serving as such, shall be indemnified by the Corporation against any and all claims and liabilities to which he/she has or shall become subject by reason of serving or having served as such Regent or Officer, or by reason of any action alleged to have been taken, omitted, or neglected by him/her as such Regent or Officer; and the Corporation shall reimburse each such person for all legal expenses reasonably incurred by him/her in connection with any such claim or liability, provided, that no such person shall be indemnified against, or be reimbursed for, any expense incurred in connection with any claim or liability arising out of his/her own willful misconduct or gross negligence.

Notwithstanding the foregoing, the Corporation shall have the power to indemnify any person made a party to any criminal proceeding by reason of the fact that he or she is or was a Regent or Officer of the Corporation if: (1) He or she conducted himself or herself in good

faith; and (2) He or she reasonably believed that, in the case of conduct in his or her official capacity with the Corporation, that his or her conduct was in its best interests and in all cases, that his or her conduct was at least not opposed to the Corporation's best interests; and (3) He or she had no reasonable cause to believe his or her conduct was unlawful. A Regent or Officer of the Corporation shall not be indemnified in respect to any proceeding charging improper personal benefit to him or her, whether or not involving action in his or her official capacity, in which he or she shall have been adjudged to be liable on the basis that personal benefit was improperly received by him or her. There shall be no indemnification of a Regent or Officer of the Corporation for any judgements, penalties, fines, settlements and reasonable expenses actually incurred by such Regent or Officer arising from a proceeding by the Corporation against such Regent or Officer. The amount paid to any Regent or Officer by way of indemnification shall not exceed his/her actual, reasonable, and necessary expense. The right of indemnification provided for herein shall not be exclusive of any rights to which any Regent or Officer of the Corporation may otherwise be entitled by law.

Nothing contained in this Section shall limit the Corporation's power to pay or reimburse expenses incurred in connection with the appearance of a Regent or Officer of the Corporation in their official capacity, in a proceeding at a time when he or she has not been made a named defendant or respondent in the proceeding. Nothing contained in this Section shall limit the Corporation's power to use the Corporation's General Counsel or outside Legal Counsel to represent a Regent or Officer of the Corporation in any civil, criminal, legislative, or administrative proceeding arising out of or in connection with their good faith performance of their official duties as a Regent or Officer of the Corporation.

ARTICLE V. BOR MEETINGS AND COMMITTEES

Section 1. Place and Schedule of BOR Meetings

Regular meetings of the BOR are held at UOG, the principal office of the Corporation. Special meetings of the BOR may be held either at a place so designated or at the principal office. Regular meetings will be held no fewer than four (4) times a year, coincidental with significant established events at UOG, or as otherwise necessary. The times and dates of the regular meetings will be determined by the BOR after discussion with University Administration, allowing for flexibility in scheduling, in the best interests of UOG. A Schedule of Meetings for the year will be adopted at the April meeting when elections are held. Special meetings may be called by the Chairperson or by the call of a majority of the Regents, as often as may be necessary. Meetings of the BOR, regular or special, shall be subject to the Open Government Law of Guam (5 GCA, Chapter 8). Notice shall be given at least five (5) working days, with a second notice at least forty-eight (48) hours, prior to the time of the meeting.

Section 2. Special BOR Meetings – Notices

Special meetings of the BOR for any purpose or purposes shall be called at any time by the Chairperson or, if he/she is absent or unable or refuses to act, by the majority of the members. Written notice of the time and place of special meetings shall be delivered personally to each Regent by letter, telephone call, or by secured internet messaging. Notice shall be given at least five (5) working days, with a second notice at least forty-eight (48) hours prior to the time of the meeting, in accordance with the Open Government Law (5 GCA, Chapter 8).

Section 3. Video Conferencing and Video Live Streaming for Meetings (5 GCA §43121 and §43122)

Video Teleconferencing (VTC).

- 1) VTC is a technology that facilitates the communication and interaction of two or more users through a combination of audio and video over Internet Protocol (IP) networks.
- 2) The BOR will use a VTC technology that allows for the following:
 - a. Live/real-time communication
 - b. Two-way communication
 - c. Multiple VTC participants
 - d. Allows attendees to clearly see and hear all other attendees via VTC. If any Regent appearing via VTC cannot be heard or seen, the BOR Chairperson may terminate the VTC at his/her discretion for that individual(s).
- 3) Executive Sessions and due process hearing will not be conducted via VTC. As such, any BOR Committee or full BOR regular or special meetings having an executive session will not have VTC option available. Attendees will need to be physically present.
- 4) BOR members may use VTC for BOR Committee and full BOR regular and special meetings.
- 5) For BOR Committee regular or special meetings, a Regent who cannot physically attend may request to participate by VTC under the following conditions:
 - a. The Regent will request to participate via VTC in writing to the Committee Chairperson at least seven (7) calendar days prior to the BOR Committee meeting. If VTC is already scheduled to be used, a Regent may request from the Chairperson in writing to join via VTC up to the day of the meeting due to unforeseen circumstances that prevented initial physical attendance.
 - b. The Regent will use the VTC technology designated by the BOR.
 - c. The Regent must be available to test the VTC connection at least ten (10) minutes prior to the start of the BOR Committee meeting.
 - d. The BOR Committee Chairperson may opt, with the concurrence of the BOR Committee members, to have the BOR Committee meet as a whole via VTC.
- 6) For full BOR regular or special meetings, a Regent who cannot physically attend may request to participate by VTC under the following conditions:
 - a. The Regent will request to participate via VTC in writing to the Chairperson at least seven (7) days prior to the full BOR meeting. If VTC is already scheduled to be used, a Regent may request from the Chairperson in writing to join via VTC up to the day of the meeting due to unforeseen circumstances that prevented initial physical attendance. All request(s) will be attached to the minutes of said meeting.
 - b. The Regent will use the VTC technology designated by the BOR.
 - c. The Regent must be available to test the VTC connection at least ten (10) minutes prior to the start of the full BOR meeting or working session, whichever occurs first.
 - d. Such request includes attendance to the working session prior to that full BOR meeting.
- 7) Regents attending via VTC will count towards a quorum and voting.
- 8) The full BOR will comply with VTC usage during a period of public emergency as outlined by Executive Order and any suspension of provisions of the Open Government Law.

Video Live Streaming.

- 1) The full BOR regular or special meetings may be broadcasted via video live streaming applications.

- 2) Live streaming application link and access instructions for full BOR meetings will be provided via the notice of such meeting per the Open Government Law of Guam (5 GCA, Chapter 8).
- 3) The full BOR will comply with video live streaming usage during a period of public emergency as outlined by Executive Order and any suspension of provisions of the Open Government Law.

Section 4. Conduct of Meetings

The conduct of BOR meetings and Committee meetings will be guided by the most recent version of Robert's Rules of Order. The Executive Secretary will serve as parliamentarian and clarify rules, as needed.

For full BOR meetings, the Chairperson will identify all Regents appearing via VTC. If at least one Regent is appearing via VTC, all voting will be done by roll call.

Section 5. Committee Meetings and Procedures

The following procedures govern matters for consideration by respective Committees:

- 1) The Committee Chairperson selects or approves the date, place of meeting, and approves an agenda in consultation with the Administration.
- 2) Meeting materials or packets are normally distributed at least three (3) days before the meeting date and time to BOR Committee members and respective UOG administrators, faculty, or staff involved.
- 3) A quorum of the BOR Committee is needed to conduct business at any meeting. Only Regents are eligible to vote; the Executive Secretary does not vote. More than half or three (3) of the BOR Committee members must be present to constitute a quorum.
- 4) Meeting procedures follow agenda items. Appropriate UOG support for the taking of minutes is assigned by the Executive Secretary.
- 5) A majority vote determines any action of the Committee. Such action includes but is not limited to: a recommendation to the full BOR; return of the item to the Administration for more information or work; or deciding that no further action is needed. The Committee determines whether the matter will be referred to the full BOR or not.
- 6) Committee minutes are documented and filed in the President's Office. If the action is to recommend to the full BOR, the minutes may constitute part of the packet to be used for deliberation by the full BOR during a regular or special meeting, and made public after it has been approved.

Committees facilitate the review of, and make recommendations on, policy matters needing the action of the full BOR. Recognizing that authority to act on all matters is reserved for the full BOR, Committees research, review, consider, and make recommendations to the full BOR for action. Committees have four (4) Regents, and a quorum will be at least three (3) Regents. All BOR actions are addressed through at least one of the BOR committees before being presented to the full BOR.

The Chairperson of each Committee is appointed annually by the Chairperson of the BOR, following the April election. Regents volunteer, or are appointed to Committees, based on interest, background, and experience. Committees facilitate the work of the BOR by interfacing with the UOG Administration and are subject to the provisions of the UOG Articles of Incorporation, the Bylaws, and those powers delegated by the BOR itself.

The BOR Committees, their functions, and procedures are below.

Section 6. Academic, Personnel, and Tenure (AP&T) Committee

- 1) Reviews and makes recommendations on new degree programs offered at UOG.
- 2) Reviews and makes recommendations on the list of approved administrative positions at UOG.
- 3) Reviews and makes recommendations on all other academic matters needing the attention and action of the BOR as established in the UOG Policy and associated manuals, the BOR/Faculty Union Agreement, and the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) Handbook of Accreditation.
- 4) Reviews and makes recommendations on the Academic Master Plan of the University.
- 5) Reviews and makes recommendations on personnel matters as provided in the Personnel Rules and Regulations for Classified Service Employees, the UOG Policy and associated manuals, and the BOR/Faculty Union Agreement.
- 6) Reviews and considers policies and practices relating to UOG personnel.
- 7) Reviews and makes recommendations relative to applications for tenure and emeritus status following the recommendation of the Administration.
- 8) Reserves the right to rescind tenure and emeritus status based on current, verified evidence and in accordance with the BOR/Faculty Union Agreement.
- 9) Reviews and makes recommendations relative to other matters referred to the Committee by the UOG Administration.

Section 7. Student Affairs, Scholarships, Alumni Relations, and Honorary Degrees (SASARHD) Committee

- 1) Reviews and makes recommendations on awards to new and continuing recipients of the professional-technical and student loan awards funded by the Government of Guam.
- 2) Reviews and makes recommendations for approval of merit award recipients to UOG.
- 3) Reviews and makes recommendations on rules and regulations for the administration of the Government of Guam Student Financial Assistance Programs (SFAP).
- 4) Reviews and makes recommendations for approval of recipients of the ROTC scholarship, Regent Scholarship, Nursing Scholarship, and other scholarships.
- 5) Provides liaison between the BOR and the UOG Alumni Association.
- 6) Reviews and makes recommendations of persons worthy to receive an honorary degree to be conferred during UOG Commencement Exercises.
- 7) Reviews and makes recommendations to rescind honorary degrees based on current, verified evidence.
- 8) Reviews and makes recommendations on Commencement Speakers, as appropriate.
- 9) Reviews and makes recommendations relative to other matters referred to the Committee by the UOG Administration.

Section 8. Budget, Finance, and Audit (BFA) Committee

- 1) Reviews and makes recommendations on the budget process, budget proposals, expenditure plans, and development plans of UOG.
- 2) Exercises general oversight of the financial reports of UOG.
- 3) Reviews and makes recommendations on the Fiscal Master Plan of UOG.
- 4) Reviews and makes recommendations on the endowment funds of UOG.
- 5) Reviews and makes recommendations on UOG risk management and insurance policies.

- 6) Reviews and makes recommendations on other fiscal policy matters referred by the Administration.
- 7) Reviews and makes recommendations on the UOG Audit.
- 8) Reviews and makes recommendations relative to other matters referred to the Committee by the UOG Administration.

Section 9. Investment Committee

- 1) Serves as a separate Committee but with the same membership as the BFA.
- 2) Reviews and makes recommendations on the investment of University assets and the Investment Policy.
- 3) Reviews and makes recommendations on UOG's risk management and insurance policies.
- 4) Reviews and makes recommendations on other fiscal policy matters referred by the UOG Administration.

Section 10. Physical Facilities Committee

- 1) Provides direction and guidance for all capital improvements at UOG.
- 2) Reviews and recommends action on the operation and management of UOG facilities.
- 3) Reviews and makes recommendations on the Physical Master Plan of UOG.
- 4) Reviews and makes recommendations on the budget, expenditures, operations and development plans of the UOG Calvo Fieldhouse.
- 5) Reviews and makes recommendations relative to other matters referred to the Committee by the UOG Administration.

Section 11. Executive Committee

- 1) The Executive Committee will consist of the Chairperson, Vice Chairperson, Treasurer, and Executive Secretary.
- 2) Discusses and reviews any actions of special interests, confidentiality, or procedures relevant to Committees, the BOR, or UOG for consideration by the BOR.

ARTICLE VI. EVALUATIONS AND SELF-EVALUATIONS

Section 1. Evaluation of the UOG President

The BOR shall complete an annual evaluation of the UOG President. To assist in the evaluation, the BOR has endorsed the conceptual framework embodied in *Presidential and Board Assessment in Higher Education: Purposes, Policies and Strategies* (Ingram, R. T. and Weary, W.), promulgated by the Association of Governing Boards (AGB) of Universities and Colleges (Resolution No. 03-14). Each year, the BOR Chairperson appoints Regents to serve as the Presidential Evaluation Committee (PEC), an *ad hoc* Committee which conducts the evaluation. Results of the evaluation are discussed with the President. The PEC provides its assessment and recommendations in a confidential report that is reviewed, discussed and acted on during a meeting of the full BOR.

Section 2. BOR Self-Evaluation

The BOR shall perform an annual self-evaluation. To facilitate the process, the Chairperson shall appoint an *ad hoc* committee to determine the procedure to be utilized. The findings of

the committee will then be presented to the BOR as a whole for discussion, acceptance or modification to guide the BOR's future development and performance.

ARTICLE VII. CORPORATE RECORDS AND REPORTS – INSPECTION

Section 1. Records

The Corporation shall maintain adequate and correct accounts, books and records of its business and properties. All of such books, records and accounts shall be kept at its principal place of business in Guam.

Section 2. Inspection of Books and Records

All books and records, required by law, shall be open to the inspection of the Regents at reasonable times and places.

Section 3. Certification and Inspection of Bylaws

The original or a copy of these Bylaws, as amended or otherwise altered to date, certified by the Executive Secretary, shall be open to inspection by the Regents, and any Officer of the Corporation.

Section 4. Checks, Drafts

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed, as necessary, in accordance with UOG policies and procedures, as authorized by the BOR.

Section 5. Contract – How Executed

The BOR, except as in the Bylaws otherwise provided, may authorize any Officer or Officers, agent or agents, to enter into any contract(s) or execute any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized by the BOR, no Officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or to any amount.

ARTICLE VIII. CORPORATE SEAL

The corporate seal shall be in the shape of a Chamorro sling stone which is elliptic and shall have inscribed thereon the name of the Corporation and the date of its founding as the Territorial College of Guam – 1952.

ARTICLE IX. AMENDMENT TO BYLAWS

Section 1. Powers of Regents

The BOR may adopt, amend or repeal any of these Bylaws, other than a Bylaw or amendment thereof changing the authorized number of Regents, by a vote or written assent of at least five (5) members of the BOR.

Section 2. Record of Amendments

Whenever an amendment or new Bylaws are adopted, they shall be copied in the book of Bylaws with the original Bylaws, in the appropriate place. If any Bylaws are repealed the fact of repeal with the date of the meeting at which the repeal as enacted or written assent was filed shall be stated in said book.

Section 3. Update

These Bylaws shall be reviewed and updated on a recurring basis using no less than a three (3) year cycle review from the last update.

ARTICE X. MISCELLANEOUS

Section 1. Dealing with Corporation and Conflict of Interest

Any Regent or Officer, or any business in which any Regent or Officer has any interest, directly or indirectly, shall be authorized to do business with the Corporation without a conflict of interest arising, providing there is a full and complete disclosure to the BOR who must approve the same by a vote or written assent of at least five (5) members of the BOR. Any Regent making such disclosure shall abstain from such vote.

All decisions of the BOR shall be based on promoting the best interest of UOG and the public good. Regents or Officers will complete and comply with a conflict of interest form designed to maintain the public trust and protect UOG's integrity at all times. Regents or Officers who have declared or been found to have a conflict of interest, shall refrain from participating in the matter; i.e., shall not vote, participate in discussions, or be present at the time of the vote, unless the BOR or UOG Administration requests information or interpretation on the matter.

Section 2. Construction and Definitions

Unless the context otherwise requires the general provision, rules of construction and definitions contained in the statutes of Guam relating to Corporations shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation as well as a natural person.

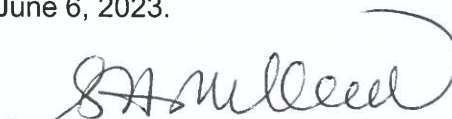
Section 3. BOR Travel

In alignment with Government of Guam travel policy and P.L. 28-68, the UOG Travel Policy authorizes the President and members of the BOR to receive one hundred twenty five percent (125%) of the maximum federal General Services Administration's per diem rate. All travel must be performed either for the direct benefit of UOG or to fulfill a legitimate obligation of UOG. Processing of authorized travel documents will be in accordance with the UOG Travel Policy.

IN WITNESS WHEREOF, the undersigned Regents of UOG by a majority vote have executed this Second Amended Bylaws on June 6, 2023.



Liza J. Provido, Chairperson



Sandra H. McKeever, Vice Chairperson



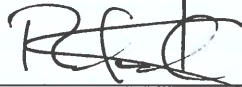
Mike W. Naholowaa, Treasurer



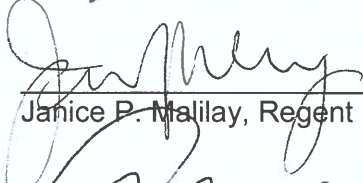
Lesley-Anne Leon Guerrero, Regent



Agapito A. Diaz, Regent



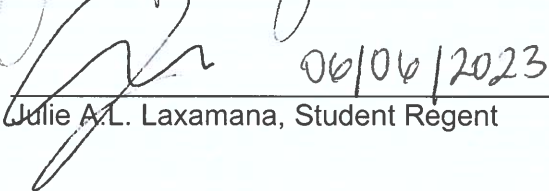
Roland S. Certeza, Regent



Janice P. Malilay, Regent

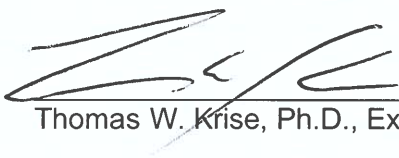


Maria Bernadette N. Valencia, Regent



Julie A.L. Laxamana, Student Regent

ATTESTED:



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

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 6th of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared LIZA J. PROVIDO who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that she executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita G. Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 6th of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared SANDRA H. MCKEEVER who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that she executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita G. Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 6th of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared MIKE W. NAHLOWAA who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 6th of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared LESLEY-ANNE LEON GUERRERO who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that she executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita G. Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 6th of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared AGAPITO A. DIAZ who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same for the purposes therein stated.

WITNESS my hand and official seal.



CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 6th of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared JANICE P. MALILAY who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that she executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita G. Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

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)
City of Tamuning)

On this 6th of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared JULIE A.L. LAXAMANA who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that she executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita G. Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 22nd of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared MARIA BERNADETTE N. VALENCIA who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that she executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita G. Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, U.S.A.)
)
City of Tamuning)

On this 22nd of June, 2023, before me, Carmelita G. Blas, the undersigned Notary Public, personally appeared THOMAS W. KRISE, PH.D. who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same for the purposes therein stated.

WITNESS my hand and official seal.



Carmelita G. Blas

CARMELITA G. BLAS
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: **JUNE 23, 2023**
303 University Dr., UOG Station, Mangilao, GU 96913

NOTARY ACKNOWLEDGEMENT

Guam, USA)
)
City of Tamuning)

On this 27th day of June 2023, before me, Ann Marie San Agustin, the undersigned Notary Public, personally appeared ROLAND S. CERTEZA who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same for the purposes therein stated.

WITNESS my hand and official seal.

Ann Marie San Agustin

ANN MARIE SAN AGUSTIN
NOTARY PUBLIC
In and for the Territory of Guam, U.S.A.
My Commission Expires: **JUNE 15, 2026**
624 N. Marine Corps Drive Tamuning, Guam 96913



3.0 ADJOURNMENT