

EdD Learner Handbook

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University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies
Graduate Studies Division

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EDD 770: Learning and Leadership Seminar

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Dear Ed.D. Learner:

Welcome to the Ed.D. in Learning and Leadership program! This unique doctoral program, launched in the summer of 2005, is designed to support the development of reflective leaders as practitioners in an array of learning organizations.

You might be interested to know that John F. Kennedy, in his last speech in Dallas on November 22, 1963, reminded the nation that “learning and leadership are indispensable to each other.” It was that insight that guided us to create an opportunity for doctoral learners to gain skills in advancing all types of organizations by creating that link between how leaders create learners and thus move organizations forward.

Your cohort represents a variety of fields and professional backgrounds, and our dynamic combination of coursework, directed activities and research ensures that this program will meet the specific educational needs and career goals of each participant as well as meeting the broad goals of learning and leadership.

I wish you a good experience with this program. It will not always be a pleasant experience. The responsibility for doctoral-level work falls on the learner. You will have to adjust to being responsible for what you learn instead of expecting to be taught. If you can grasp that concept, you will be successful.

Sincerely,

Mary P. Tanner, Ph.D.
Dean

:tfm

The EdD Handbook contains policies and procedures of the University of Tennessee at Chattanooga, College of Health, Education, and Professional Studies, Graduate Studies Division, for the Doctorate in Learning and Leadership program. The Handbook should be referenced in conjunction with the current UTC Graduate School Catalog. Available: <http://www.utc.edu/catalogs/Graduate/GraduateCatalog-2007-08.pdf>

❖ **Program Framework**

Leaders in education and training environments are facing an increasingly diverse world where change is the rule and not the exception. These leaders want to develop competence in knowing when and how to act relative to change. The Doctorate in Learning and Leadership concentrates on developing leaders who can move forward with a new agenda of teaching and learning as well as ones who can address change as a dynamic rather than a static condition. The program incorporates coursework and practical application of skills in the workplace as part of a process of fulfilling specific outcomes. A unique combination of coursework and directed activities will ensure that the program meets the specific educational needs and career goals of each participant as well as meeting the broad goals of the disciplines of learning and leadership. In putting forth this program, we have assumed that those who provide leadership for any enterprise will be required to possess a full understanding of the elements of learning that will enhance the operation of the enterprise and that they will have an understanding of the elements of leadership in any professional setting.

The Ed.D. program centers upon the mastery of core learning and leadership outcomes. In addition to reinforcing an overall understanding of learning institutions -- their history and philosophy, missions and institutional diversity, governance and administration, faculty and participants -- the curriculum focuses on developing proficiencies that individuals need as they pursue the challenges of leading in an ever-changing environment. The questions of “How do people learn?”, “How should we teach?”, and “How should we measure performance?” constitute basic themes.

The presentation system for the program is unique in that it employs an executive delivery model geared to accommodate working schedules. The program will provide a new way of achieving a classical knowledge base and demonstrating its application in professional practice. The program’s stated purpose is the development of reflective leaders as practitioners in a variety of learning organizations.

❖ **Mission Statements**

The University of Tennessee at Chattanooga will serve as a national model of an engaged metropolitan university whose faculty, staff, and participants, in collaboration with external partners, employ the intellectual resources of liberal arts and professional programs to enrich the lives of those we serve. (Adopted 2001)

The mission of the College of Health, Education and Professional Studies prepares liberally educated, technologically efficient scholars and practitioners for life in a global society. The College is committed to a) enhancing the bodies of knowledge in each of its disciplines, b) promoting the values and ethics of a truth-seeking, caring community, and c) serving diverse populations by providing family and social service experts, health and lifestyle professionals, leaders and teachers for the 21st century. (Adopted 2003)

❖ **Program Objectives**

- A. To create within the professional an understanding of the organizational enterprise in the context of an era of organizational reform.
- B. To broaden the perspective of the professional regarding the elements of learning and leadership.
- C. To bring awareness of the cultural, economic, and political factors contributing to human learning and development.
- D. To prepare individuals to apply appropriate leadership strategies that will enhance their ability to motivate change within the enterprise of education, learning, and professional development.
- E. To prepare professionals who have depth and breadth in their understanding and application of the various research tools and who are capable of conducting and defending a significant research project.
- F. To increase the quality and quantity of educated leaders with doctoral degrees who are prepared to work effectively and conduct research in programs that address the needs of diverse constituencies within the full range of educational and organizational contexts.
- G. To develop professionals who are capable of effectively applying technology innovations that best address the need to improve learning within the leadership context.

❖ **Program Description**

The purpose of the doctoral program is the development of reflective leaders as practitioners in a variety of learning organizations. The Learning and Leadership program presents a dynamic new learning experience that integrates established traditional learning formats with current innovations in learning and instruction as follows:

- applies to all professional fields but focuses on educational environments
- provides a work-related, job-embedded curriculum
- provides learners with the opportunity to earn a doctoral degree while continuing to be employed
- engages learners in an integrated combination of coursework in both traditional settings and non-traditional distance learning

- gives each learner the opportunity to design and carry out an Individualized Learning and Leadership Plan that demonstrates professional competence
- comprehensively evaluates learner progress through periodic progress checks and a portfolio presentation that includes both a written and oral component
- requires a formal dissertation that is defended in the traditional manner

❖ **Program Delivery Structure**

The UTC program in Learning and Leadership:

- begins with a cohort of learners and a faculty team engaging in an orientation learning experience together
- continues with various formats of learning, including traditional courses, intensive seminars, independent study, on-line projects and discussions, and facilitated seminars
- presents courses that integrate learning from and within seven outcomes areas: Organizational Reform, Instruction, Learning, Assessment & Evaluation, Research, Leadership & Ethics, and Technology.
- is individualized by having each learner prepare an Individualized Learning and Leadership Plan (ILLP) that provides a specific work-related, job-embedded focus for the learning experiences involved in the program.
- consists of a minimum of 66 semester credit hours completed by each learner:
 - 39 credit hours of core coursework
 - 15 credit hours of focused electives (minimum)
 - 12 credit hours of dissertation research work (minimum)

The Learning and Leadership Doctorate is completed upon fulfilling all course requirements, passing a final comprehensive evaluation (written and oral components), successfully presenting the ILLP/portfolio, successfully defending the dissertation, and submitting it to the Graduate Council.

❖ **Seven Competency Areas**

The Learning and Leadership doctoral learner will be exposed to knowledge and immersed in its application within seven basic areas. Experience throughout the program will be built around outcomes in each of these areas. Each learner will show evidence of mastery of such outcomes:

1. Organizational Reform
2. Instruction
3. Learning
4. Assessment & Evaluation
5. Research
6. Leadership & Ethics
7. Technology

Six domains of competence will be presented in a concentrated and integrated fashion in seven semesters. The seventh domain (technology) will be integrated throughout the other six. Each learner will demonstrate evidence of a minimum level of competency for the seven areas through a development of the Individualized Learning and Leadership Plan and portfolio.

Upon completion of the Ed.D. degree, graduates will have gained an understanding of a comprehensive body of knowledge and will have mastered outcomes related to learning and leadership. The knowledge base will seek to develop competence in using analytical skills of disciplined, systematic inquiry and research to address and resolve problems of import in learning and leadership. The doctoral learner will be offered the opportunity to integrate the application of all the expected outcomes throughout the program.

Graduates of this program will be competent in each of the following areas.

1. An inquiring scholar of the organizational development and policy with a working knowledge of
 - a. ethics.
 - b. foundations – history and philosophy.
 - c. current reforms and emerging trends.
2. An inquiring scholar of the learning process with a working knowledge of
 - a. theories of learning and human development.
 - b. individual differences.
 - c. adult (life-long) learning.
3. An inquiring scholar of leadership with a working knowledge of
 - a. leadership theories.
 - b. change.
 - c. planning and decision-making.
4. A professional who exhibits skills
 - a. in using, evaluating, and adapting instructional materials.
 - b. in instructional management techniques to accommodate individual variability.
 - c. in instructional strategies, including effective use of technology.
5. An inquiring scholar of assessment and evaluation with a working knowledge of
 - a. assessment (measurement) instruments and strategies.
 - b. performing assessment and evaluation.
 - c. using assessment and evaluation data.
6. An effective user of instructional technology with a working knowledge of
 - a. available technology.
 - b. application of technology for instruction.
 - c. application of technology for assessment and evaluation.
7. An active researcher with
 - a. skills in reading and evaluating research.
 - b. skills in conducting research.
 - c. skills in reporting research.

These outcomes are general and are considered minimal criteria for completion of the program. The manner in which each is demonstrated will be addressed in each participant's Individual Learning and Leadership Plan (ILLP).

Flexibility is built into the program in such a way as to encourage individual application of the outcomes and even the degree of focus on each area. Each learner's individual program will focus on four "star competency" areas- the learning competency, the leadership competency, and two that are of particular interest to the learner. It is assumed that each individual's program will carry the participant beyond the minimal levels of competence in the areas upon which that individual chooses to focus.

II. Admission Requirements

A. Level I – Admission to Graduate School:

- 1) Receipt of a master's degree from a regionally accredited institution or foreign equivalent.
- 2) Cumulative grade point average of 3.0 on all graduate coursework.
- 3) A minimum of two years practical work experience in an educational or learning environment.

Application Materials:

- 1) A completed, signed application form submitted to the Graduate School
- 2) Payment of a \$30 nonrefundable application fee.
- 3) An official transcript from each college or university previously attended. Unofficial or student copies will not be accepted. International applicants must supply authorized school or university records with certified translations if the records are in a language other than English. Translations must include descriptive titles of courses studied and grades gained in final examinations.

Submission of official scores on the general section of the Graduate Record Exam (GRE). Tests must have been taken since 10/2/02 and must include the Analytical Writing sub-test for scores to be accepted. As a general rule, the following scores are considered desirable for entrance into the program:

Verbal:	475
Quantitative:	550
Analytical Writing:	4.0

- 4) International applicants will also need to provide certification of English proficiency. Official scores on the Test of English as a Foreign Language (TOEFL) must be submitted. An official score of 550 or above is required. A score of 213 or above is required for a computer-based test. The above requirements will be waived for participants holding a degree from an accredited U.S. institution. The international participant must also submit evidence of financial resources sufficient to provide adequate support (as

determined by the University) during the candidate's period of residence as a participant.

- 5) Three letters of recommendation from professional colleagues, supervisors, or former university professors.

Upon completion and submission of the above requirements and after admission to the Graduate School, the Graduate School Office will forward all items contained in the admissions file to the College of Education's Graduate Studies Division Program Coordinator to begin Level II of the admission process.

B. Level II – Doctoral Program Admission:

Decisions for acceptance will be made by a faculty admissions committee based upon the overall potential for the applicant's success in the program. The applicant will be asked to engage in the following:

1. Statement of Purpose Essay:

The essay should focus on the applicant's motivation and aspirations upon entering the program. The statement of purpose should be typed, double-spaced, and 3-5 pages in length.

2. Personal Interview:

As part of the Level II process, a select number of applicants will be interviewed by members of the doctoral faculty. The applicant's overall compatibility with the program's goals and requirements will be evaluated.

International Applicants:

International applicants will follow the regular procedure for admission to the Graduate School and the Doctoral program in Learning and Leadership. All international applications will be routed through the International Student Services office. International applicants living abroad may be asked to participate in a personal interview via telephone.

❖ Admission Decision

The decision to admit or reject an applicant into the program will consider all aspects of the candidate's application that will include:

- Grade point average
- GRE scores
- Transcript evaluation
- Letters of recommendation
- Statement of Purpose essay
- Personal Interview

Learners must meet all admission requirements prior to program acceptance and enrollment. The Director of the Graduate School will issue a general acceptance letter on behalf of the University accompanied by a letter from the Graduate Studies Department Head. Due process for applicant appeals for denial of admission will follow the prescribed graduate appeals process.

III. General Program Information

❖ Academic Integrity and Honor Code

Doctoral learners are expected to demonstrate the ability to think clearly for themselves and to display honesty in all academic matters.

Examples of violations of academic dishonesty include:

- Falsifying official documents
- Faking data or results
- Plagiarizing, this includes copying others' published work, and/or failing to give credit properly to other authors and creators.
- Examples of plagiarism include:
 - Copying a paper from a source text without proper acknowledgment
 - Buying a paper from a research service or term paper mill
 - Turning in another student's work with or without the student's knowledge
 - Copying a paper from a source without proper acknowledgment
 - Presenting another's work as one's own
 - Paraphrasing materials from a source text without proper documentation
- Misusing copyrighted materials and/or violating licensing agreements
- Using media from any source, including the Internet, with the intent to mislead, deceive, or defraud

UTC Honor Code Pledge:

"I pledge that I will neither give nor receive unauthorized aid or any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity."

All doctoral learners become subject to the rules and regulations of the Honor Code upon registration. Violations of the Honor Code or any other academic integrity offense may result in disciplinary probation, a grade of "F", delayed graduation, or dismissal from the University. Full details of the University of Tennessee at Chattanooga honor system policies may be found in the UTC Student Handbook and Directory.

❖ Academic Probation Policy

The primary advisor may recommend to the Department Head that a request be forwarded to the Graduate Dean to place a learner on academic probation if:

- a) the learner's cumulative doctoral GPA (UTC doctoral course work only) falls below **3.0**
- b) if 2 grades below "B" are earned upon completion of a minimum of two semesters of doctoral coursework
- c) if excessive incompletes are given (three or more)
- d) if the learner is not progressing adequately in meeting program requirements

Furthermore, if a learner violates ethical standards of professional fitness guidelines, he/she may be recommended for academic probation or program termination. A learner on academic probation may not register for dissertation credits, advance to degree candidacy, or receive credit for EDD 770 (ILLP presentation/comprehensive exam).

Learners will be given fair warning and due process if any concerns regarding their academic performance are raised as documented in the evaluation form. Doctoral learners will automatically be placed on academic probation by the Graduate School if the cumulative grade point average for doctoral coursework falls below 3.0 (following completion of a minimum of two semesters of doctoral coursework).

By the end of the next two terms of enrollment (entire summer session equals one term), learners must raise their cumulative GPA to 3.0 or higher. Learners will be academically dismissed by the graduate school if they fail to achieve the cumulative GPA within the two semester probation OR if they fail to achieve a 3.0 or higher for either probationary semester. Dismissed learners may appeal to the Graduate Council for readmission. Upon readmission, learners may resume graduate study on probation with the same continuation standards.

❖ **Professional and Ethical Expectations**

Learners in the Ed.D. in Learning and Leadership program at UTC are expected to uphold the highest standards of professional, academic and personal conduct. Correspondingly, the UTC Graduate Catalog states the following:

A majority vote of the program faculty will serve as the basis for dismissal if the learner violates the guidelines for ethical conduct. A student may also be dismissed for cause if found to have violated The University of Tennessee at Chattanooga's code of conduct. Refer to the Student Handbook for these expectations. All students conducting research with human participants or animal subjects must comply with the policies and procedures of the University's Institutional Review Board or the Animal Review Board. Violations of these regulations shall be considered a violation of ethical behavior. (2007, p. 19)

Learning and Leadership Professional Fitness Standards

Standard 1: Personal and Academic Integrity

A learner in the Ed.D. in Learning and Leadership is expected to:

- provide complete and accurate information in the application process.
- refrain from acts involving dishonesty, cheating, fraud, deceit or misrepresentation.
- refrain from any act of plagiarism, which includes any misrepresentation of academic ownership, including (but not limited to) falsifying citations, presenting another's work as one's own, or using data without permission.
- represent all data accurately and without misrepresentation.

Standard 2: Professionalism

A learner in the Ed.D. in Learning and Leadership is expected to:

- uphold the legal standards of his/her profession.
- demonstrate appropriate self-control (such as anger control, impulse control, response to feedback) in interpersonal relationships with faculty, peers, and other associates.
- respect the fundamental rights, dignity, and worth of all people.

Standard 3: Confidentiality

A learner in the Ed.D. in Learning and Leadership is expected to:

- respect the rights of other students with respect to privacy and confidentiality.
- maintain confidentiality regarding class discussion topics.
- maintain the anonymity of subjects.
- follow all stipulations of the IRB regarding research with human subjects.

- Doctoral learners who demonstrate behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness, excessive absenteeism, or poor compliance with supervisory requirements may be evaluated by the faculty for possible action as listed below.
- Doctoral learners who experience employment termination due to alleged misconduct may be evaluated by the faculty for possible action as listed below.
- Doctoral learners who are in violation of the code of professional conduct/ethics for their stated profession may be evaluated by the faculty for possible action as listed below.

A learner's failure to uphold these standards of professional, academic and personal conduct may result in a faculty recommendation for one or more of the following actions:

- ◆ a formal reprimand
- ◆ practicum and/or clinical work
- ◆ personal counseling
- ◆ temporary leave of absence from the program
- ◆ additional course work
- ◆ additional supervision
- ◆ formal probation
- ◆ encouragement to withdraw from the program
- ◆ formal dismissal from the program

A majority vote of the program faculty will serve as a basis for a recommendation for dismissal. Such recommendation shall be made in writing, to the Department Head/Program Director. The Department Head/Director shall provide written notification of dismissal to the learner within five working days. Such notice shall

inform the student of his/her right to appeal and the specific procedures to be followed as defined in the UTC Graduate Catalog.

❖ **Time Limit of Candidacy Program**

All credit applied toward a doctoral degree must be earned within a **ten (10) year** period beginning with the registration for the earliest course counted. On appeals for a one-year or less extension of the time limit for the degree, and on such appeal only, the departmental committee may grant a one year extension of the time limit. The Graduate Council shall be notified promptly and in writing of such appeals being granted. If a doctoral learner seeks an extension beyond one year, he/she will need to file a graduate petition.

❖ **Residency Requirement**

All learners must complete a residency requirement for the degree.

This requirement will be satisfied as follows:

- 1.) Attendance and successful completion of orientation.
- 2.) Attendance and successful completion of the regular academic year face-to-face seminar sessions. Each seminar block will involve 70 hours of face-to-face sessions supplemented by online discussions and individual projects.

❖ **Maintaining Active Enrollment**

Active enrollment in the doctoral program requires that learners register for a minimum of six graduate hours of core courses for six consecutive semesters. The core program of study is a prescribed sequence of six hour course blocks.

Any graduate learner whose attendance has been interrupted for one or more semesters (excluding summer session) must reapply for readmission to the University. An application for readmission must be submitted to the Graduate School prior to the beginning of the semester in which admission is desired.

Readmission to the Learning and Leadership doctoral degree program will require approval by the doctoral faculty committee. In addition, learners who have not yet been admitted to doctoral candidacy must follow the regulations in effect at the time of readmission.

❖ **Requests to Withdraw from Cohort**

Due to the cohort nature of the program, it is not feasible to request a leave of absence during the core program of study. Should a learner find it necessary to suspend his/her doctoral studies during the core program of study, he/she would need to withdraw from the cohort and appeal the doctoral faculty committee to join a future cohort. If active enrollment has been interrupted for one or more semesters, the learners must submit a new Graduate School application to reactivate his/her graduate status. If a doctoral learner withdraws from a cohort and does not re-enroll within one calendar year, he/she will need to reapply to the Graduate School and meet all doctoral program admission requirements.

Note:

Once a learner has registered for a semester or summer term, he or she is considered to be enrolled, is liable for fee payment, and is expected to attend all classes until or unless he notifies The Graduate School office or the Registration Office in writing. A learner who drops out of classes without officially withdrawing will receive a grade of F.

❖ **Grade Appeal Procedure**

Grounds for Appeal

Each faculty member has the prerogative and responsibility to determine in accordance with his or her best judgment the grade for each learner. Whenever a learner feels that his/her rights and interests have been seriously jeopardized by unfair, arbitrary, or malicious exercise of faculty grading prerogative, he/she may appeal a grade. Failure to receive the grade desired or expected is not sufficient reason to appeal a grade. If at any step in the appeals process the University fails to respond to the learner within the time specified, this shall be treated as a denial of the appeal and the learner may proceed to the next step of the process.

Appeal Process

The appeal procedure is designed to provide graduate learners with a clearly defined method for appealing a grade which is deemed to have been assigned unfairly, arbitrarily, or maliciously. The following procedure is to be followed for all grades (including comprehensive examinations) that are included on a learner's transcript. In all cases the instructor shall be presumed to have assigned the proper grade and the learner appealing shall have the burden of proof to the contrary.

Step 1.

The learner shall contact the instructor within five working days after grades are available to students. If an agreement is reached, the appeal process ends.

Step 2.

If the learner does not receive a response from the instructor or if the complaint is not resolved, the learner must contact the department head within (10) ten working days from the date grades were available to students. The department head will attempt to resolve the complaint in consultation with the instructor and the learner individually or together. Within (5) five working days of the contact by the learner, the department head will notify or confirm in writing to the learner the results of this consultation. The department head will also notify the graduate coordinator of the program in which the learner is enrolled. If an agreement is reached, the process ends. If the department head is the instructor of the course involved in the complaint and the problem cannot be resolved through Step 1, the department head will notify the learner in writing of his/her decision, and the learner may proceed with Step 3.

Step 3.

If an agreement is not reached at the departmental level and the learner wishes to appeal, the learner must obtain, complete, and return to the Graduate School office a grade appeals form within ten working days after being mailed notification or confirmation by the department head of the departmental decision. The form includes a place for the signature of the department head or director indicating that the first two steps have been followed, the signature of the dean of the appropriate college or school, a request for a hearing before the Grade Appeals Committee, and supporting information to justify the learner's appeal.

Step 4.

The dean of The Graduate School will arrange a Grade Appeals meeting to be held within ten working days after receiving the Grade Appeals form. Present at the meeting will be the Grade Appeals Committee (the Chair of the Graduate Council and three members of the Council), the learner, the faculty member, the dean (or his/her designated representative) of the college or school in which the appeal originated, the dean of The Graduate School, and up to two non-voting faculty members of the department affected. The learner will be given time to present his/her case with a question-answer period following. The faculty member will then present his/her response followed by another question-answer period. The learner and faculty member may be present during both presentations and during both question-answer periods, and both presentations must adhere to the issues covered in the written appeal. When the committee deems it has sufficient information to determine the case, the learner, faculty member, and visiting members of the department will be asked to leave, and the committee will begin its deliberation and make its decision. If the committee decides that additional information is needed, the chair may request such information orally or in writing before the committee makes a decision.

Step 5.

The committee will recommend that 1) the grade previously assigned be upheld; or 2) the faculty member be asked to change the grade; or 3) the grade of I be assigned until completion of specified requirements agreed upon by faculty and learner. The dean of The Graduate School will send a copy of the recommendation to the learner, the faculty member, the graduate coordinator, the department head, and the dean. Within (10) ten working days after being mailed the recommendation, the learner and faculty member must each notify the dean of The Graduate School of an intention to accept or reject the recommendation. If both faculty and learner agree to accept the recommendation of the committee, the process ends. If that recommendation includes a grade change, the faculty member will initiate the necessary change with the Records Office and notify the dean of The Graduate School that the change has been submitted. The graduate dean will then notify the learner of the change. If no response is received after (10) ten working days, then the recommendation of the grade appeal committee is upheld as the final decision.

Step 6.

If either the learner or faculty rejects the recommendation and wishes to continue the appeal process, the dean of The Graduate School will notify the faculty member as well as the graduate coordinator, the department head, and the dean. The dean of The Graduate School will then submit all materials to the Chancellor who may request additional information/materials from either/both parties. The Chancellor's decision is final, and a copy of that decision will be mailed to the learner, the faculty member, the graduate coordinator, the department head, the college dean, and the dean of The Graduate School.

A copy of the Graduate Student Grade Appeals Form, the results of the hearing, and the chancellor's decision (if applicable) will become a part of the learner's file. A permanent record of all grade appeals reviewed by the Grade Appeals Committee shall be maintained in the of Graduate School office.

❖ **Graduate Petition Procedure**

To file a graduate petition, the learner should complete the Graduate Student Petition form and attach supporting documentation (for academic issues a RAP sheet or academic transcript should be included in the supporting documentation). Learners should meet with their advisor to discuss the merits of the petition and secure the advisor's indication of support/no support on the petition. The burden of proof is on the petitioner, and petitions will not be routinely accepted but considered on their merits as exceptions.

Petitioners are responsible for stating clearly, in writing, what they are petitioning for. They are also responsible for giving, in writing, clear and cogent reasons for supporting their request. The student should submit the original and three (3) copies of the completed petition and supporting documentation to the Program Coordinator. The Program Coordinator will make a copy for the learner's file and forward the original/copies to the Chair of the Graduate Petitions Committee for departmental review. The Chair of the Petitions Committee in the program area will then forward the petition to the Graduate School for review by the Graduate Council Petitions Committee. Learners will be notified by UTC e-mail of the decision of the Petitions Committee.

The petition form is available in the Graduate School office or it may be downloaded from the Graduate School website.

❖ **Graduate Assistantships & Scholarships**

Graduate Assistantships

To be eligible for a graduate assistantship, a doctoral learner must be fully admitted to a graduate program and have good academic standing. International students are generally not eligible for a graduate assistantship in their first semester of enrollment. All awards and work assignments will be made through the dean of the respective discipline (College of Health, Education and Professional Studies). Continuation of assistantships will be determined by the

dean of the Graduate School and will be contingent upon the learner's maintaining a 3.25 or higher grade point average.

Assistantships serve to facilitate graduate students in the prompt and successful completion of an advanced degree program and to provide work experience in a setting under supervision of a faculty or administrative mentor. Graduate assistantships are available on a full-time (20 hours per week) or part-time (10 hours per week) basis. Full awards include a monthly stipend and full tuition (9 hours) waiver per semester. Part-time awards include a monthly stipend and partial tuition (6 hours) waiver per semester. Graduate assistantships are available for the regular academic year (fall and spring semesters) only. Eligibility for graduate assistantships is limited to the first two years of enrollment for doctoral learners. Graduate assistantships will not be awarded for dissertation research. The priority application deadline for a graduate assistantship is **February 15th**.

Graduate Assistantship Information:

<http://www.utc.edu/Administration/GraduateSchool/AssistanshipsAndScholarships.php>

Graduate Opportunity Assistantships: *NEW*

Available to first year graduate students who are first generation students at the master's or doctoral level and who will promote the educational and related benefits of a diverse graduate student body.

Graduate Opportunity Assistantships Information:

<http://www.utc.edu/Administration/GraduateSchool/AssistanshipsAndScholarships.php>

Graduate Scholarships

The Graduate School offers a limited number of scholarships, most of which are single course scholarships. To be eligible, learners must have a minimum 3.0 cumulative GPA. The priority deadline for applying is **February 15th**.

For more information, visit the Graduate School website:

<http://www.utc.edu/Administration/GraduateSchool/GradSchlInfo/financial.php>

Graduate Scholarship Application:

<http://www.utc.edu/Administration/GraduateSchool/forms/ScholarshipApp.pdf>

❖ **Financial Aid**

General Financial Aid Information:

Learners requesting need-based and non-need based federal and state financial aid from UTC will need to complete the Free Application for Federal Student Aid (FAFSA). Early application for financial aid is encouraged. The FAFSA should be mailed by **February 15** for the Fall semester and September 15 for the Spring

semester. Doctoral learners must be accepted for admission to the University and must be officially enrolled in a degree-seeking program before financial awards will be made. To qualify for assistance, a doctoral learner must normally be enrolled in at least six graduate semester hours (“half time”).

To qualify for federally funded programs (Stafford Loans), learners must be citizens or permanent residents of the United States. To maintain eligibility for financial aid, learners must be in good academic standing and must be making satisfactory financial aid progress. Financial aid for graduate learners is typically limited to student loans, graduate assistantships, and departmental scholarships (if available).

Please refer to the Financial Aid website for additional information.
<http://www.utc.edu/Administration/FinancialAid/gradstudents.php>

Hamilton County Department of Education: Tuition Reimbursement

Any Hamilton County Department of Education employee enrolled in the doctoral program is currently eligible for a 50% tuition-only reimbursement. Reimbursements will be made on a first-come, first-served basis (maximum: \$50,000 per calendar year).

Upon completion of each semester, learners should submit a HCDE Reimbursement form, RAP sheet/grade report, and proof of payment for the course to the Human Resources Division of the Hamilton County Department of Education. Contact the Program Coordinator for additional information.

Out-of-State Residents Employed in Tennessee:

Doctoral learners who are classified as out-of-state residents may take ***no more than eight (8) hours of graduate credit at in-state rates*** if they are full-time, regular employees of a business, company, or organization in Tennessee. Each semester, these learners must submit a letter on the company’s letterhead to the Graduate School office from their employer stating the length of their employment, history, position, and hours of employment per week. Contact the Graduate School Program Liaison (423.425.1780) or refer to the Graduate Catalog for additional information.

❖ Travel & Research Awards (GSA)

A limited number of travel and research awards are available from the Graduate Student Association Fund. Doctoral learners may apply to receive funding for professional development during the upcoming academic year (fall/spring terms). Activities that may be funded include: presenting research at a conference, attending a conference, and/or gathering data for research. All travel award applicants should submit an application to the Graduate School Office to the attention of the Graduate Student Association by the established deadline. All travel award recipients will be required to submit a travel report to the GSA following the event.

For more information on travel awards, visit the GSA webpage:
<http://www.utc.edu/StudentOrgs/GraduateStudentAssociation/Need.htm>

❖ **Identification (Mocs Card)**

UTC provides each doctoral learner with an official ID card, the Mocs Card. This card is used to gain admission to athletic events, check out books from the library, attain special rates and privileges at many University functions, and to indicate right to use University facilities. Learners deposit a minimum of \$50.00 to open a debit card balance. Additional monies can be added at anytime in \$20.00 increments. UTC deposits can be made in the form of cash, check, Visa, or Master Card in the UTC Bursar's Office (216 Fletcher Hall). The Mocs card is intended to last a learner's entire program of study. Lost or stolen ID cards should be reported immediately. Replacement cards are made at the ID office for a cost of \$10.00. No fee is charged for the first ID card or to use the card as a debit card. The Mocs Card Center is located in 141 University Center.

IV. Phase 1: Cohort Experience (Core Program)

❖ **Role of Primary Doctoral Advisor**

Each learner is assigned a primary advisor during Orientation. The advisor's responsibilities include:

- Monitor learner's academic progress
- Assist in selection and approval of focused electives
- Assist learner in filing of Program of Study
- Assist in development of potential dissertation topics
- Conduct three (3) evaluation checkpoints
- Guide the learner in the development of the ILLP/portfolio
- Serve on ILLP Review Teams
- Assist learner in development and approval of a dissertation topic abstract
- Assist learner in locating a dissertation chair

❖ **Core Program of Study**

The program involves 39 credit hours of core coursework in seven competency areas. The course content will be delivered through an integrated instructional format. Each semester consists of six credit hours of core coursework. On-line components of the program will enhance the applications of technology to learning and provide additional opportunities to extend knowledge and skill.

The core program is a prescribed sequence in which all doctoral learners engage in weekend seminars as a cohort. In addition to the core program of study, all learners must complete a minimum of 12 dissertation hours (EDD 780) and a minimum of 15 focused elective hours. All doctoral candidates are required to complete a minimum of 66 total credit hours toward the doctoral degree.

Summer I

EDD 710 Leadership Perspectives and Reform
EDD 720 Ethics in Leadership

Fall I

EDD 730 General Research Methodology
EDD 760 Program Evaluation I

Spring I

EDD 740 Foundations of Human Learning Theories
EDD 750 Curriculum Models & Instructional Design

Summer II

EDD 751 Curriculum Implementation, Governance, & Assessment
EDD 761 Assessment in Professional Organizations

Fall II

EDD 731 Quantitative Analysis
EDD 733 Qualitative Research Methods

Spring II

EDD 711 Organizational Development & Policy
EDD 725 Organizational Theory: A Basis for Reform

Summer III/TBD

EDD 770 Learning and Leadership Seminar

+ 15 additional hours (minimum) of focused elective credits
+ 12 additional hours (minimum) of dissertation credit hours

Total = 66 graduate hours (minimum) to complete EdD

❖ **Focused Elective Credit Policy**

All doctoral learners are required to successfully complete a minimum of 15 focused elective credit hours. Focused electives may be taken at any point during the program of study with permission from the learner's primary advisor. A rationale for all focused electives must be clearly evident. Focused electives should be relevant to the dissertation research and area of concentration. All focused electives must be approved by the primary advisor and Department Head and listed on the Program of Study form. All focused electives must be ultimately approved by the dean of the Graduate School and included on the Admission to Candidacy form.

❖ **Transfer Credit Policy**

The EdD Program is unique in terms of its delivery and its concentration upon integration of subject matter. The transfer of coursework from other institutions is not practical, with the exception of focused elective coursework. A doctoral learner **may request** to transfer a maximum of 15 (fifteen) graduate hours from a regionally accredited institution. All transfer credits (focused electives) must be taken for graduate credit (500-level or above).

Only courses ***taken within five years of entrance*** into the program are eligible for approval. Transfer course work is not calculated as part of the doctoral grade point average. Coursework that is approved for transfer will be limited to focused elective credit. The EdD program requires the master's degree as a condition of acceptance; therefore, participants may not apply credits earned from a previous master's degree toward the completion of the doctorate.

Approval of transfer credits:

All focused elective credits including transfer credits must be approved by the learner's advisor, Department Head, and dean of the Graduate School. The student must provide a syllabus and/or course description as documentation to support the request for transfer credit. All doctoral courses including transfer credits must be listed on the learner's Program of Study and Admission to Candidacy forms.

❖ **Independent Study (EDD 797):**

With the approval of his/her advisor, a doctoral learner may propose an independent study project as a focused elective. The doctoral learner should meet with the faculty director and complete the Independent Study contract. The faculty director and learner will create a brief title for the project (example: "Trends and Issues in ESL"). Once the contract has been signed by the instructor and learner, the learner will submit the Individual Studies/Research contract to the Program Coordinator for review by the Department Head. If approved, the original contract will be forwarded to the Records office and the learner will be cleared to register.

Registration clearance will not be given until an approved research contract is on file. Contact the Program Coordinator for the EDD 797 contract or refer to the Graduate School website under "Forms."

❖ **Online Registration Procedures:**

It is the learner's responsibility to make financial arrangements for the doctoral program and to remove any registration holds. Each learner is responsible for registering online for doctoral course work. Throughout the doctoral program, the Program Coordinator will assist learners in navigating the online registration process. In order to register online, learners need the following information: UTC ID, Secure ID (SID) and advisement code.

- a) The UTC ID is provided in the official program acceptance letter from the Graduate School and is listed on the learner's Mocs Card.
- b) The Secure ID (SID) is also provided in the official acceptance letter from the Graduate School. SID is a secure identification code that is used in lieu of SS# throughout the course of study. If a learner misplaces the SID, he/she must bring a photo ID in person to the Records office or Graduate School office to retrieve it.
- c) The advisement code is a 4 digit code assigned to each learner every semester for registration purposes. The Program Coordinator will provide the advisement code to doctoral learners. A learner's advisement code changes every fall and spring semester.

Learners may register for focused electives with approval from the primary advisor. If the focused elective course is closed, contact the Program Coordinator for further assistance.

Registration holds:

If there is a hold on a doctoral learner's registration, he/she will not be able to register online until the hold is removed. Registration holds (if applicable) may be viewed on Mocsnet. Examples of holds that will prevent registration include unpaid parking tickets, unpaid fees, immunization holds, etc. It is the learner's responsibility to remove registration holds as promptly as possible to avoid registration late fees that cannot be waived.

❖ **Schedule Limit:**

Graduate students may enroll for a maximum of fifteen (15) semester hours in any semester (fall/spring). During the summer semester, the maximum load is seven (7) hours per term (i.e. Summer PM1) with the total for the semester to not exceed 15 hours. Registration for more than 15 hours during any semester required advisor approval and permission from the learner's primary advisor and the Director of the Graduate School.

❖ **Filing the Program of Study:**

The Program of Study form lists all courses required for the doctoral degree including core courses, focused electives, and requested transfer credits (if applicable). Every learner will consult with his/her advisor to complete the Program of Study form. A current RAP (Report of Academic Progress) sheet should be attached to the Program of Study. The Program of Study form must be approved by the advisor and Department Head ***upon completion of 24 credit hours (Evaluation Checkpoint #2)***. If any transfer courses are listed on the Program of Study, a course description and/or syllabus must be attached. The Graduate School will require submission of an official transcript before approving the course as part of the application to candidacy.

Note: Revisions to the Program of Study may be made at the time of application for full doctoral candidacy (Spring II or 36 credit hours). Enrollment in focused elective courses not listed on the Program of Study must be pre-approved by the primary advisor.

❖ **EDD 770: Learning and Leadership Seminar**

❖ **EDD 770: Course Description:**

The Learning and Leadership Seminar is an on-going learning experience consisting of seminars and independent investigation leading to the successful completion of the program. The purpose is to develop the learner's knowledge base and competence in the pursuit of a scholarly agenda related to learning and leadership. Each learner will establish an intellectually rigorous research agenda that leads ultimately to the successful completion of an ILLP, portfolio, and dissertation topic abstract.

❖ **EDD 770: Orientation**

Participation in the orientation is one of the requirements of the EdD in Learning and Leadership program. The orientation is one of the times during the program when all doctoral faculty and learners meet together. Because the group is expected to function as a cooperative unit, it is of primary importance that individual participants have an opportunity to get to know one another and to learn about each other's unique combination of talents. The Orientation is a component of the on-going Learning and Leadership Seminar (EDD 770). The Orientation is the first formal academic activity in the Learning and Leadership Program.

❖ **EDD 770: ILLP/Comprehensive Exam**

The ILLP is the formal plan or road map by which learners will work through the doctoral program. Three sections of the ILLP:

- A. The Introductory Narrative
- B. The Competency Plan
- C. The Documentation of Competence (aka "portfolio")

A. Introductory Narrative:

1. The Leadership Platform that was produced in the EDD 710/720 course block can serve as the basis for this section.
2. Vision Statement: What are the learner's long-term goals and objectives? What values and ideals serve as the basis for the plan?
3. The learner's personal definition of leadership with supporting arguments/literature. Definitions may be adopted from literature sources or learners may create their own definition of leadership.

B. The Competency Plan:

1. *Background/history relative to each competency area?*
Examples: Experience in the area, courses related to the area, and reflections on current competence in this area.
2. *What level of competence is desired?*
Published, scholarly, and leading-edge competence?
Professional-practice competence?

3. *What is the plan to achieve the desired level of competence in this area?*
Academic plans, professional plans, collaborative plans, personal plans?

C. Documentation of Competence/Portfolio

1. What documented evidence (artifacts) will be presented to demonstrate that the objective level of competence has been achieved?
2. Which scholarly references have been used to develop the Plan and Portfolio? List books, journal articles, web-based references, and other forms of referent material.

Synthesis Paper: The final synthesis of the multiple experiences of the program can be pulled together along the way and in a final presentation at the end of the program when the portfolio is presented. The ILLP and the Portfolio then become an interactive work in progress with the end-result being an integrated whole that reflects who you have become as it relates to learning and leadership. The final synthesis presents the “Who I am now” as a result of the learning and leadership journey of the program. The Synthesis Paper serves as the written component that will accompany the oral presentation/defense of the ILLP and portfolio.

The Synthesis Paper should be approximately 10-12 pages (discretion of the primary advisor) and should include a reference list. The synthesis paper is due, as part of the portfolio, at the time of the ILLP presentation.

The Synthesis Paper should contain at least the following elements:

- a. A personal reflection on the subject of leadership including a definition of leadership from the start of the program; what it is now; how it has changed.
- b. Relative to “leadership,” how the learner has changed and who he/she is now as a result of the doctoral journey thus far.
- c. How the learner has translated theory into practice while studying “learning” and “leadership” throughout the doctoral program.

Organization of the Portfolio

Every learner will prepare a portfolio of documentation that grows directly from the Individual Learning and Leadership Plan (ILLP). Demonstration of achievement will be documented via a portfolio that the learner will assemble throughout the program. The portfolio is a tool which will assist the learner in the collection and organization of documents and materials that reflect his/her progress and achievements during the doctoral program. The specific method of how the learner collects and organizes the portfolio is a matter of his or her choice. The purpose is designed to document the learner’s level of growth as reflected in the seven competency areas covered by the Learning and Leadership program.

Examples of portfolio documents/artifacts:

- journaling records
- reflection papers and reading reports

- project research reports
- group and individual evaluation records associated with practical application
- digital files or other media that support the learner's learning and application experience

The portfolio should be organized in a way that supports the learner's development in each of the seven competency areas of the program. Each section should include documents and materials that demonstrate how the learner is developing competency as a leader. The demonstration portion of the ILLP provides an outline of the materials to be collected and organized in the portfolio. The portfolio should be viewed as a practical record demonstrating the learner's growth in learning and leadership. The learner should work closely with his/her primary advisor to determine which artifacts are relevant to portfolio documentation. Items included in the portfolio should be carefully selected and should tie directly to the ILLP.

❖ **EDD 770: Comprehensive Examination *COHORTS 3 & 4 ONLY***

All seven competency domains will be addressed in the ILLP/Portfolio. The four "star" competency domains will be addressed orally at the time of the ILLP/Portfolio presentation. The remaining three competency domains will be addressed by each learner in the form of a written comprehensive exam.

During the Evaluation Checkpoint #3 meeting, the doctoral advisor will deliver a unique set of questions based on the learner's unique ILLP. Upon completion of all doctoral course work (including focused electives), the learner will respond in written form to the written comprehensive exam questions over topics limited to three domain areas. The written comprehensive exam responses will be included as part of the portfolio and will be submitted to the ILLP Review Team two weeks prior to the ILLP/Portfolio presentation date. All ILLP/Portfolio documentation including the oral presentation will be considered when determining whether a learner has passed EDD 770 requirements. Additional details will be provided by the learner's doctoral advisor.

❖ **EDD 770: Evaluation Checkpoints**

Evaluation Checkpoints are conducted every second semester of the program. Prior to each evaluation checkpoint deadline, the learner will schedule a face-to-face meeting with his/her primary faculty advisor to discuss progress in the doctoral program. Learners will be evaluated on a number of criteria including: academic progress (grades/GPA), individual progress on development of the ILLP, discussion of doctoral coursework, and discussion of course readings. Together, the advisors and learner will document personal goals and any suggested revisions on the evaluation form. The advisors and learner may determine areas of weakness that need to be improved upon by a set date. Evidence of growth is a crucial element in the evaluation of ongoing progress.

It is the responsibility of the doctoral learner to initiate the scheduling of each checkpoint meeting and to submit all required forms to the Program Coordinator in a timely manner. Failure to complete an evaluation checkpoint may result in registration holds or other penalties.

Recommendations regarding the learner's status are selected from the following:

- a. Satisfactory progress: *Program to continue without revision*
- b. Satisfactory progress: *Program to continue with revision*
- c. Satisfactory progress: *Program to continue as part of a later cohort*
- d. Unsatisfactory progress: *Program to continue with significant revision*
- e. Unsatisfactory progress: *Program terminated with no degree of any kind achieved*

❖ **Registration for EDD 770**

Learners will register for EDD 770 (3 credit hours) on an individual basis. Learners must complete ***all doctoral coursework*** (36 hour core + 15 hours focused electives) ***prior to registering for EDD 770***. The advisor will assist the learner in determining when to register for EDD 770. The learner will register for EDD 770 during the semester he/she will present the ILLP to the Review Team.

The requirements for EDD 770 credit include an approved dissertation topic abstract. EDD 770 will be offered every semester. In extenuating circumstances, a learner may request an incomplete from the EDD 770 instructor of record if he/she is unable to complete the requirements by the end of the term. Learners will receive a grade of "S" (Satisfactory), "U" (Unsatisfactory), or "IP" (Incomplete in Progress).

❖ **EDD 770: Presentation of the ILLP & Portfolio**

Every doctoral learner will be asked to formally present the ILLP and portfolio in partial fulfillment of EDD 770 requirements. The ILLP & portfolio will be graded on a satisfactory/unsatisfactory basis by the ILLP Review Team. The ILLP Review Team will consist of three faculty members: the learner's two advisors (primary and co-advisor) and one additional doctoral faculty member (random assignment).

All ILLP presentations should be scheduled through the Program Coordinator. ***Two (2) weeks prior*** to the scheduled presentation, the learner will be required to submit the ILLP, Portfolio, Synthesis Paper, and Topic Abstract to the Program Coordinator. The learner should also send electronic copies of these documents to the Program Coordinator and Review Team members to reference. If any modifications are needed following the presentation, clean copies should be provided to the EdD Coordinator for the learner's permanent file.

The doctoral committee will expect both written (ILLP/portfolio/synthesis paper) and oral components at the time of the ILLP presentation. The Learner

will be asked to respond extemporaneously to questions posed by the ILLP Review Team regarding the ILLP & portfolio and the learning and leadership process. Refer to “ILLP Criteria for Evaluation.”

❖ **EDD 770: Development of the Dissertation Topic Abstract**

The topic abstract serves as a tool to convince a prospective dissertation chair/committee of worthiness of the research problem. Throughout the program of study, learners may begin to engage with their primary advisor on topics of research interest and begin to formulate ideas for a topic abstract.

The learner will prepare a **2-3 page topic abstract** that will force him/her to succinctly articulate his/her research ideas. Components of the topic abstract include: Brief Introduction (Background of the Problem), Statement of the Problem, Research Question/Hypothesis, and General Methodology. The preparation of the dissertation topic abstract will be guided by the learner’s primary advisor.

Approval Procedure:

1. The primary advisor assists the learner in developing a topic abstract.
2. The advisor approves the topic abstract by signing and dating the title page of the abstract. The advisor will submit the approved topic abstract to the Program Coordinator.
3. The advisor assists the learner in locating a dissertation chair.

V. Phase 2: The Dissertation (EDD 780)

❖ **Admission to Candidacy**

The Admission to Candidacy form serves as the contract for completing the doctoral degree. EdD learners will file the Admission to Candidacy form upon completion of the core program of study (Evaluation Checkpoint #3 or 36 credit hours). The learned must list the courses which have been completed and those which the student plans to complete to fulfill requirements for the degree. The application is reviewed and signed by the primary advisor and the Department Head. The application is then forwarded to the Graduate School office and approved by the dean of the Graduate School.

❖ **Eligibility for Admission to Candidacy:**

- Submission and approval of Admission to Candidacy form
- Successful completion of 54 credit hours (core program + electives)
- Successful achievement of a cumulative doctoral GPA of **3.0** or above
- Successful completion of three (3) evaluation checkpoints
- Successful presentation and approval of ILLP/portfolio
- Approval of dissertation prospectus by Department Head

Note:

Graduate students will comply with the catalog requirements in effect at the time of the admission to candidacy.

❖ **Preparing for a Successful Dissertation Experience**

For most doctoral learners, the dissertation is the most intellectually and emotionally-challenging part of doctoral study. Learners are no longer basing their study on other scholars; rather, they are asked to make an original contribution to a body of knowledge. The dissertation research and defense is the culminating, integrative, scholarly experience of doctoral study. To move successfully through the dissertation process, the learner must take responsibility to meet deadlines agreed upon with the committee and deadlines set by the university for defense of the dissertation and graduation. The Dissertation Chair, Graduate School Dean, and Program Coordinator will assist in the process, but the responsibility of meeting policy requirements and deadlines falls to the learner. The purpose of the dissertation research is to (a) make an original contribution to knowledge in the candidate's field of specialization, (b) demonstrate an advanced command of research skills; and (c) demonstrate an advanced ability to communicate findings so that other researchers in the field can understand and use them. (Doctoral Handbook 2006, George Washington University)

❖ **Transitioning from Advisor to Dissertation Chair**

At the point when the Chair is selected, the Chair assumes all advisement responsibilities including the development of the dissertation prospectus, formation of the dissertation committee, development of the proposal, execution of the study, and the dissertation defense. The advisor's role in the dissertation process (if not serving as dissertation chair) is complete once the topic abstract is approved and the ILLP/portfolio is successfully presented and defended.

❖ **Registration for EDD 780**

A doctoral learner is eligible to register for the dissertation (EDD 780) once he/she has successfully passed EDD 770 and secured a dissertation chair. The dissertation topic abstract must be approved by the doctoral advisor prior to enrolling in EDD 780. Once a chair is secured, the learner will register for EDD 780 under the section assigned to the chair on the course schedule.

Note: A learner may petition the doctoral faculty committee to enroll in EDD 770 & EDD 780 concurrently for one semester only. One of the conditions of this arrangement is that the learner must submit an approved Dissertation Topic Abstract to the Program Coordinator prior to registering for EDD 780 credits. Requests to enroll in EDD 770 & EDD 780 concurrently will be reviewed on a case-by-case basis.

❖ **Filing the Dissertation Committee Appointment Form**

In consultation with the chair, the learner will file the Dissertation Committee Appointment Form **during the first semester of EDD 780 enrollment**. This form is available on the Graduate School website. All members of the Dissertation Committee must meet eligibility requirements as established by the Graduate School. A list of graduate faculty is provided on the Graduate School website.

❖ **Dissertation Committee Formation**

The Dissertation Committee is comprised of a **minimum of four members** (the dissertation chair and three additional members). To serve as dissertation chair, the faculty member must possess **full doctoral graduate status**. The committee chair supervises the learner's dissertation research and ensures that the members of the committee abide by the policies and procedures of the UTC Graduate School and the doctoral program. It is the responsibility of the Chair to guide the learner in the selection of the dissertation committee members. If a Chair is from outside CHEPS, one member of the dissertation committee from CHEPS will serve as co-chair. Members of the dissertation committee may possess the following graduate faculty status rank: Full Master's, Associate, or Special.

The additional members of the committee may include faculty whom the committee chair and learner believe can make substantive contributions to the learner's dissertation. It is **strongly encouraged** that one members of the committee be from an academic unit outside CHEPS. Relevance and expertise regarding the dissertation topic and methodology is rationale for selection of all members. In consultation with the Chair, the learner will ask the members of the Committee to sign the Dissertation Committee Appointment Form and attach the approved abstract and/or prospectus. The learner will submit the Dissertation Committee Appointment Form to the Program Coordinator for review by the Department Head and Graduate School Dean. The department head and dean of the Graduate School shall approve the membership of the dissertation committee. Any questions regarding eligibility of dissertation committee members should be directed to the Program Coordinator or Department Head.

Special Graduate Faculty Status

The Department Head may petition the Graduate Council to allow a person who is not a member of the faculty and who, because of relevant professional experience and academic training, can serve on the dissertation committee. Such a person will receive temporary and honorific status as a member of the doctoral graduate faculty while serving on the learner's committee. With approval from the dissertation chair, he/she should submit an application for graduate faculty membership and request the rank of "Special." Contact the Program Coordinator or Department Head for further instruction.

Co-Chairing of Dissertation

In extenuating circumstances, if a learner is focusing on an academic area for which there is no qualified support in CHEPS, he/she may elect to request a co-chair for the dissertation. The co-chair will be selected on the basis of content expertise and must possess full graduate faculty status. A co-chair is recommended for cases in which no qualified chair is available in CHEPS. A co-chair may also be assigned if an expert doctoral faculty member does not hold full doctoral faculty status or is new to the dissertation advisement process. If a chair is from outside CHEPS, one member of the dissertation committee from CHEPS will serve as co-chair.

❖ Continuous Enrollment Requirements

Once the learner secures a dissertation chair, he/she will register continuously for a minimum of three (3) hours per semester of dissertation credit hours (EDD 780). At the discretion of the Graduate School Dean, learners may petition to “stop” dissertation research for a period of time and be temporarily excused from the continuous enrollment requirement.

Note: At the discretion of the dissertation chair, EDD 780 continuous registration is ***not required during the summer term unless the learner intends to graduate in August.*** EDD 780 continuous registration is required during the fall and spring terms only.

❖ Stop-Out Policy

If, through unusual circumstances, the learner cannot work continuously on the dissertation, he or she may request in writing a one-time stop-out. This request must be made no later than the end of the enrollment period of the succeeding semester. The stop-out request is not to exceed four continuous semesters. The stop-out request must be approved by the Dissertation Chair, Department Head, and the Dean of the Graduate School.

❖ Role of Dissertation Chair

The Chair’s responsibilities include:

- Advise learner from the point officially named Chair to final defense of dissertation
- Guide the learner in the selection of three additional dissertation committee members
- Set clear expectations for timely completion of the dissertation.
- Guide the learner toward achieving a high level of quality (technical and ethical) in the dissertation research
- Assist learner in developing a quality prospectus and in navigating the prospectus approval process
- Provide guidance on the research proposal structure and content and set clear expectations for timely completion of the proposal
- Assist learner in the dissertation proposal defense process
- Assist learner in navigating the IRB approval process
- Prepare the learner for the oral defense process

- Encourage the learner to publish his/her dissertation following successful completion

❖ **EDD 780: Development of the Dissertation Prospectus**

Once a chair agrees to serve, the learner may begin to formally register for dissertation research credit (EDD 780). The learner will work with the chair to develop a prospectus. The prospectus should include the topic, statement of the problem, hypothesis and/or research problem, general methodology, and a broad scan of the literature (approximately 7-10 pages in length). A demonstration of knowledge of contextual literature will be expected.

Approval Procedure:

1. The Dissertation Chair assists the learner in developing a prospectus with informal input from the dissertation committee.
2. The Dissertation Chair determines when the prospectus is ready for review by the Committee.
3. The Committee reviews the prospectus. If approved, each committee member will sign and date the title page of the prospectus.
4. The Chair submits the approved prospectus to the Program Coordinator.
5. The Program Coordinator forwards the prospectus for review by the Department Head. The Department Head may recommend changes to the prospectus.

If the prospectus is **approved** by the Department Head (signature and date required on title page), the learner is then ready to proceed with the dissertation proposal. If the prospectus is **NOT approved** by the Department Head, the learner consults with the chair on developing a new prospectus.

Suggestions for Developing the Dissertation Proposal

See Glatthorn's *Writing the Winning Thesis or Dissertation* manual for general proposal development guidelines (pp. 83-122). The proposal becomes a blueprint for the research work and can serve as a draft of the first three chapters of the dissertation. ***The dissertation proposal typically includes those elements normally found in Chapters 1 to 3 (Statement of the Problem, Review of the Literature, Methodology) and the References of the dissertation.*** The proposal should be prepared according to the University of Tennessee formatting guidelines. The specific requirements for the preparation of the dissertation proposal may vary depending on the nature of the study and the discretion of the dissertation chair.

The majority of doctoral dissertations follow a traditional five chapter model. If a learner wishes to pursue an alternative dissertation model (a model other than the traditional five chapters), he/she must secure written approval from the dissertation committee and the Department Head.

❖ **Presentation of the Dissertation Proposal**

The dissertation proposal will be formally presented and defended to the full dissertation committee. The committee has a responsibility to review the proposal and ensure that it will produce worthwhile and high-quality research. During the proposal defense, the learner may be asked about the rationale for certain aspects of the proposal, asked for more details about the literature or proposed methods, or challenged about the appropriateness of proposed procedures. The learner's competency with the main research methods is to be ascertained. The proposal defense provides an opportunity for the committee to suggest or require changes to improve the research.

The proposal defense is an informal proceeding and the dissertation chair will provide the format of the defense. Successfully defending the dissertation proposal provides evidence that the learner and the committee have arrived at a sound methodology that will address worthwhile research questions. The proposal forms a working plan that can be used by the learner and committee to guide the research, evaluation progress, and provide ongoing feedback. Approval by the dissertation committee must be unanimous. The learner will submit one clean copy of the proposal, signed and dated by all committee members on the title page, to the Program Coordinator.

Note: Learners are ***not allowed*** to collect research data until IRB and proposal approvals are granted and approval of a proposal does not ensure approval of Chapters 1-3 when defending the dissertation. Some revisions are likely to be needed to Chapters 1-3 when preparing the dissertation.

❖ **Institutional Review Board Policies**

All doctoral learners engaged in research that uses human participants or animal subjects must obtain approval from the University of Tennessee at Chattanooga's Institutional Review Board (IRB) or the Animal Subjects Review Board. There are no exceptions to this requirement. Learners engaged in any research, regardless of venue or academic requirement, must ensure that they comply with the policies and procedures established by the review boards.

*****Doctoral learners may not initiate any research that involves human or animal participants without prior consent of the Institutional Review Board. Disregard of board policies and procedures may result in forfeiture of any data collected and disciplinary action*****

Refer to the IRB website:

<http://www.utc.edu/Administration/InstitutionalReviewBoard/>

❖ **Academic Integrity for Dissertation Research**

Conducting dissertation research is the traditional culminating experience for doctoral students. The historical purpose for this exercise is to allow the student to demonstrate that they have acquired an acceptable knowledge base in their academic field and that they have attained the research skills prerequisite to the status of academic scholar. Therefore, it is incumbent upon all doctoral students to conduct their dissertation research in a way that maintains the academic integrity of the endeavor. Any actions or omissions on the part of the student that might jeopardize that integrity will be monitored by the dissertation chair, committee members, and university administration.

The following issues should be considered:

1) *Plagiarism* - The university maintains policies regarding plagiarism and the learner should be familiar with these policies. Learners should become aware of the rules of academic citation and make sure that proper credit is given for other people's work. Plagiarism can occur minus intent. In other words, a learner need not intend to steal someone's work to commit plagiarism.

2) *Failure to Obtain IRB Approval* - Once a learner's dissertation proposal is approved by the dissertation committee, the learner will work with the Chair to complete an application for IRB approval for research involving human subjects or animal subjects if appropriate. Only after receiving IRB approval is the learner allowed to begin data collection for the dissertation. If a learner violates this policy by collecting data prior to IRB approval, all data collected to that point will be invalidated and the learner may be required to develop a new proposal. If the violation is serious, the learner could face dismissal from the program.

3) *Work for Hire* - All aspects of the dissertation are expected to be the original work of the learner. Hiring someone to collect data, analyze data, and/or write the dissertation is not allowed. However, learners may seek assistance in the form of editing or statistical data analysis with the approval of the Chair. The distinction is drawn between hiring someone to do the work and seeking assistance.

❖ **Dissertation Style Guidelines**

➤ **APA Manual:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington D.C.: American Psychological Association.

➤ **UT Dissertation Style Manual:**

University of Tennessee Office of Graduate Studies. (2003). Guide to the preparation of theses and dissertations. (10th ed.) [On-line]. Available: <http://web.utk.edu/%7ethesis/guide10.pdf>

- **UT Thesis and Dissertation website:**
<http://web.utk.edu/%7ethesis/thesisresources.shtml>
- **UTC Guide to Completing the Dissertation:**
<http://www.utc.edu/Administration/GraduateSchool/documents/ETDforUTC4-24-08.pdf>
- **Dissertation Resource:**
Glatthorn, A.A., & Joyner, R.L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide*. Thousand Oaks: Sage Corwin Press.

❖ **Dissertation Final Defense**

The dissertation should represent the highest quality of intellectual endeavor expected of persons earning a doctorate in a particular field of study. When the Dissertation Committee Chair is satisfied with the quality of the written work and determines the dissertation is ready for defense, the learner will provide each committee member with a draft copy of the dissertation. The draft copy must be distributed to the committee at least ***two weeks prior to the defense date***. It is the responsibility of the learner to set a defense date by contacting the committee members and finding a suitable date in which all members are available. It is the committee members' responsibility to be as flexible as possible in working with the learner in setting this date. Once the date is set, the learner will notify the Program Coordinator, who will secure a meeting room and notify the Department Head, Dean's Office, and Graduate School of the impending meeting. The defense must be conducted in University-approved facilities unless extenuating circumstances require other accommodations. The UTC Graduate School shall publicly announce the date, time, and location of the defense.

The Chair will assist the learner in planning the defense presentation. Generally, the presentation will consist of a 20-25 minute oral description of the study, with an emphasis on the findings and the conclusions. This presentation can include PowerPoint but it is not required. After the learner's oral presentation, each of the committee members will be given an opportunity to ask a series of questions related to the dissertation, and the learner will be expected to address those questions. The Chair will act as moderator to keep the exchange relevant and timely.

The typical defense consists of a public forum that is open to the entire University community. Family members are permitted to attend, but learners should be aware that their work will be publicly reviewed and potentially criticized. When extraordinary circumstances arise (e.g., the research represents classified work), the chair of the dissertation committee may request that the dean of the Graduate School waive the public forum portion of the defense.

After all questions by the committee have been addressed, the learner and all observers will be asked to leave the room while the committee deliberates and votes. There are three possible results from this vote:

- a) Pass
- b) Re-examination
- c) Failure

The evaluation of **Pass** indicates that a majority of members of the dissertation committee concluded that the learner met or exceeded the requirements set forth in the dissertation proposal, but may be required to make minor editorial modifications to the dissertation. The members of the dissertation committee shall sign the final draft of the dissertation once the learner has made the required changes. At the time that a unanimous vote for passing is determined, it is traditional for the Chair to retrieve the learner and walk them back to the committee and formally introduce them as “Dr. _____”

An evaluation of **Re-examination** indicates that the majority of the committee members found substantive problems in the work or the defense of the dissertation. The members of the committee will prepare a list of modifications or improvements required before a second dissertation defense will be scheduled. The re-examination will occur in the subsequent semester unless the dissertation committee and the dean of the Graduate School grant additional time to effect the necessary changes.

An evaluation of **Failure** indicates that the majority of the dissertation committee judged the quality of the learner’s dissertation and the defense of the dissertation to be below the standards expected of doctoral level scholarly performance. Failure of the dissertation shall be grounds for the learner’s dismissal.

The doctoral learner must successfully defend his or her dissertation as least two weeks before the date of submission and acceptance of the dissertation by the UTC Graduate School office. The chair of the dissertation committee must submit the results of the defense by the dissertation deadline. Every doctoral learner is responsible for meeting the established standards for the format of the dissertation and for the editorial guidelines to be followed in preparing the manuscript. The dissertation committee chair will review defense procedures with the student.

❖ **Final Dissertation Tasks/ Electronic Submission**

After successfully defending the dissertation, the learner will submit a draft copy of the dissertation to the Graduate School. The Graduate School will edit the draft for errors in style guidelines and return it to the learner if revisions are needed. Once revisions have been made, the learner is responsible for submitting an electronic copy of the dissertation. Learners are encouraged to provide bound copies of the dissertation to the dissertation chair and to the departmental library.

❖ **Applying for Graduation**

Commencement is held each year in May, August, and December. Doctoral learners who expect to receive degrees must file an application for the degree with the Office of Records by the date specified. The application form is available in the Records and Registration office and on the Records and Registration website.

Due to the time involved in defending the dissertation, making revisions, submitting the draft to the Graduate School, and filing all forms for graduation, learners should note the posted deadlines from the Graduate School for the semester in which they would like to graduate and plan to defend in time to meet those deadlines. Otherwise, learners may have to wait until a subsequent semester to walk at the graduation ceremony. It is the responsibility of the learner to adhere to all Graduate School policies and deadlines.

VI. Resources for Doctoral Learners

Adult Services

<http://www.utc.edu/AdultServices/>

Blackboard/UTC Online

<http://utconline.utc.edu>

Bookstore

<http://utc.bncollege.com>

(423) 425-4107

Bursar

<http://www.utc.edu/Administration/Bursar/>

(423) 425-4781

Computing Services

<http://itd.utc.edu/>

(423) 425-4000

Counseling and Career Planning

<http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

Course Schedule

<http://www.utc.edu/Public/ClassFind/>

Directory of Faculty/Staff/Students

<http://people.utc.edu/eGuide/servlet/eGuide>

EdD Program Coordinator, Becca McCashin

(423) 425-5445, Becca-mccashin@utc.edu

Financial Aid Office

<http://www.utc.edu/Administration/FinancialAid/>

(423) 425-4677

Graduate Catalogs

<http://www.utc.edu/catalogs/>

Graduate School Program Liaison, Mark Fairchild

<http://www.utc.edu/Administration/GraduateSchool/>

(423) 425-1780 or 425-4667, Mark-fairchild@utc.edu

Graduate Assistantship/Opportunity Assistantship Information

<http://www.utc.edu/Administration/GraduateSchool/GradSchlInfo/financial.php>

Graduate Studies Division Department Head

Dr. John Freeman, (423) 425-4133, John-freeman@utc.edu

Administrative Assistant: Andrea Evans, (423) 425-5445, Andrea-evans@utc.edu

International Student Services

Ms. Nancy Amberson, (423) 425-2110

<http://www.utc.edu/Administration/InternationalStudents/>

Lupton Library

<http://www.lib.utc.edu/>

(423) 425-4506

Maps of Campus

<http://www.utc.edu/Administration/ParkingServices/campusMaps.php>

Parking Services

<http://www.utc.edu/Administration/ParkingServices/>

Records & Registration Office

<http://www.utc.edu/Administration/Records-Registration/>

(423) 425-4416

Student Health (Immunization Requirements)

<http://www.utc.edu/Administration/StudentHealthCenter/>

University Center

<http://www.utc.edu/Administration/UniversityCenter>

VI. Forms

❖ A. Checkpoint Evaluation Form

Criteria:

- Grades (GPA)
- ILLP/Portfolio
- Discussion with student of course work thus far- evidence of global understanding and value of content- applicability to their leadership
- Discussion of readings

Learner's Name: _____ Cohort #: _____

Place one "x" in box below:

1. Satisfactory progress: Program to continue *without* revision.

Note: If #2-5 are assigned , written commentary below is obligatory.

2. Satisfactory progress: Program to continue *with* revision.
3. Satisfactory progress: Program to continue but as part of a later cohort.
4. Unsatisfactory progress: Program to continue *with significant* revision.
5. Unsatisfactory progress: Program terminated with no degree of any kind achieved.

Describe in detail area(s) of improvement needed and intended course of action to be completed prior to the next evaluation checkpoint:

(continued)

➤ Deadline to complete revision activities as described above:

Month/Day/Year

General Comments (optional):

Signature of Faculty Mentor Date

Signature of Faculty Mentor Date

Signature of Learner Date

❖ **B. Graduate School Forms**

To access current forms for the doctoral program, visit the Graduate School website:
<http://www.utc.edu/Administration/GraduateSchool/CurrentStudentForms.php>

- Admission to Candidacy
- Graduate Petition Form
- Graduation Application
- Backdated Withdrawal Form
- Grade Appeal
- Individual Studies Contract
- Information Update
- Revision to Candidacy
- Graduate/Opportunity Assistantship Application
- Graduate Scholarship Application
- Transcript Request

❖ **C. Records and Registration Forms**

To access current forms for the doctoral program, visit the Records and Registration website: <http://www.utc.edu/Administration/Records-Registration/forms.php>

- Individual Studies Contract
- Transcript Request
- Enrollment Verification
- Letter of Good Standing
- Address or Name Change

VIII. Appendices

❖ Appendix A: Program Course Descriptions

EDD 710 - Leadership Perspectives and Reform – 3 credit hours

This course is an overview of basic concepts and theories of leadership. The primary focus of the course is for participants to use leadership theory to analyze various situations and create and apply solutions grounded in leadership theory. In addition, participants will engage in several self-assessments of their own leadership style preferences, and will evaluate their potential effectiveness as a leader based on identified strengths and weaknesses.

EDD 711 - Organizational Development and Policy – 3 credit hours

This course is an overview of learning applications in organizations, including organizational theory, systems theory, human resources development, community relations, policy development and resource development.

EDD 720 - Ethics in Leadership– 3 credit hours

Leadership is a moral enterprise and problems that arise in organizations often have an ethical dimension. This course provides an overview of the major ethical theories in the history of philosophy and their application in learning environments; e.g., punishment, intellectual freedom, equity, social justice, diversity, and due process. This is an applied ethics class in that much of the instruction involves the analysis of case studies.

EDD 725 – Organizational Theory: A Basis for Reform – 3 credit hours

The history of educational reform can be understood in the context of three developments: socio-political change, the occupation of educational administration, and movements to change the curriculum. Understanding of this history is accomplished through the reading of primary texts, independent study of particular aspects of this history, and class discussion.

EDD 730 – General Research Methodology – 3 credit hours

Research as applied to educational environments is both quantitative and qualitative in nature. The course provides an overview into methodologies and practices associated with such research. This course is an application of techniques and processes used in addressing a significant issue for a group with which the participant is affiliated. The product is a research paper properly formatted and documented in APA style.

EDD 731 – Quantitative Analysis – 3 credit hours

Quantitative Analysis will be taught using a combination of readings, problems, web sites, and distance learning. Much of the traditional analyses of data sets will focus on statistical data sets representing a spectrum of learning organizations. These data sets are available from electronic archives representing collections by federal and state government, higher education, and educational research agencies. The emphasis is on real life data, data that has been gleaned and exported from an organization on topics such as achievement, gain, climate, and government.

EDD 733- Qualitative Research Methods- 3 credit hours

This course is designed to provide graduate students an introduction to qualitative research concepts and research procedures. Origins and development of the research orientation will be discussed and students will receive grounding and experience in specific qualitative research techniques. The course does not assume or require pre-requisite experience with qualitative research.

EDD 740 – Foundations of Human Learning Theories – 3 credit hours

This course will provide an overview of and reference for contemporary views of human learning. Emphasis will be placed on the development of sufficient background to guide instructional efforts in professional settings. Major models of learning theory will be discussed and participants will demonstrate advanced skills in two major theoretical models.

EDD 750 - Curriculum Models and Instructional Design - 3 credit hours

This course will offer students the opportunity to investigate supervision theories as well as curriculum models. It will offer participants the opportunity to become acquainted with important models of curricular design and with issues related to curriculum and instruction. The focus will be on gaining a broad base of knowledge about several curriculum models and about the theories and characteristics of each. Students will develop significant knowledge about and will demonstrate proficiency in evaluating factors related to curriculum models. Specific emphasis will be given to the interrelated nature of supervision theories in education settings and their impact on curriculum. In addition, relevant research and best practices will be explored with an effort to relate these specifically to educational enterprise.

EDD 751 - Curriculum Implementation, Governance and Assessment - 3 credit hours.

The purpose of this course is to explore the foundations, design, development and implementation of curriculum in preK-12 and other settings and to examine the administrators', instructors', and leaders' roles in curriculum decision-making, development and implementation. Students completing this course should be able to apply the concepts and information to a variety of professional settings. In addition, the role of the supervisor in curriculum development and faculty effectiveness will be studied.

EDD 760 – Program Evaluation I – 3 credit hours

This course will introduce the learner to the background and theory of program evaluation applied to learning environments. Participants will investigate the various models that have emerged, will determine the relative merits of each model and its suitability and requirements in specific organizational evaluation activities. Building upon these attained competencies the participant will develop and complete an evaluation design to be applied to a professional setting.

EDD 761 – Assessment in Professional Organizations– 3 credit hours

This course will discuss contemporary individual and group approaches to the assessment of learners. Traditional assessment models will be examined and critiqued and more novel approaches will be discussed. Strengths of each approach will be described and the utility of each will be examined in reference to the desired outcome of the planned measurement.

EDD 762 – Program Evaluation II – 3 credit hours *ELECTIVE COURSE*

This course will provide an opportunity for the student to evaluate professional settings from the multiple vantage points of learning theory. Students will be expected to apply concepts acquired in EDD 760 to the requirements of the course.

EDD 770 –Learning and Leadership Seminar – 3 credit hours

This is an on-going learning experience consisting of seminars, small-group learning, and independent investigation leading to the successful completion of the program. The purpose is to develop the student's knowledge base and competence in the pursuit of a scholarly agenda related to learning and leadership. Through individual assessment, small-group learning, seminars as needed, and the individual pursuit for excellence in scholarship, each learner will establish an intellectually rigorous research agenda that leads ultimately to the successful completion of a dissertation proposal.

EDD 780R – Dissertation – 3-12 credit hours

Each doctoral participant must complete a dissertation as a major requirement for the Ed.D. degree. The dissertation topic will be selected by the candidate with the advice and approval of the participant's dissertation committee. The participant must present a dissertation proposal describing the research project for review and approval by the committee prior to beginning work on the dissertation. The candidate will confer frequently with the dissertation committee for mentoring and advice throughout the process. The dissertation is the primary means by which the candidate demonstrates proficiency as an independent scholar.

❖ **Appendix B: ILLP Evaluation Criteria**

Introduction: In the UTC doctoral program in Learning and Leadership, the Individual Learning and Leadership Plan (ILLP) represents the blueprint for the evaluation of progress in and completion of the program. The ILLP is a work-in-progress that culminates in a portfolio of demonstrated competence in all seven competency-areas covered by the program. The presentation of the portfolio serves as the comprehensive examination in the program. Consequently, it is imperative that each person's ILLP and portfolio present evidence that covers both the theory and the application of each of the competency-areas.

General objective: At a minimum, each person who completes the program will be able to identify and discuss the theoretical framework that undergirds each competency area, including reference to and reflection on the primary literature associated with the competency. In the ILLP, each person will outline the specific manner in which he or she intends to explore the theoretical framework and apply the theory.

Specific competencies: At a minimum, each person's ILLP will contain the following items for each of the seven competency areas:

1. A narrative/vision statement indicating where the person is at the outset of the program and the projected plan for personal and professional growth.
2. A description of the specific manner in which each of the competency areas will be addressed, both theoretically and pragmatically.
 - a. How the theoretical framework of the area will be established.
 - b. How the area will be applied—the setting as well as the manner.
3. A description of the specific documentation that will be used to indicate competence—both theoretical and pragmatic—in the area.

Star competencies: As the plan develops, the participant in concert with his or her faculty mentors will focus specifically on four competency areas—the learning competency, the leadership competency, and two others to be selected by the participant—that will be emphasized for the degree of excellence that is expected to be developed and demonstrated. For the remainder, levels of expertise exhibited in the course work will be sufficient to show competence.

Evolution of the plan: The ILLP will evolve in quality and quantity during the program. At scheduled checkpoints, each person in the program will review, with his or her faculty mentors, the progress being made and will revise and update the plan as needed.

Culminating evaluation: The final evaluation of the ILLP takes place at or subsequent to Checkpoint #3 (7th semester, which is usually March of the second year in the program). The faculty mentors sign off on the ILLP when they are satisfied that the plan presents the specifics of what will be delivered as evidence of competence in the portfolio presentation.

