

SLO2 - Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 6/8/23, 4:36 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO2 - Doctoral Program Advancement to Candidacy Status

Student Learning Outcome Description:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2020-2021

Means of Assessment:

Comprehensive Exam (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with SLO:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
Elective Coursework

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Criteria for Success:

The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / % Advanced to Candidacy*

(Cohort 1) 2005 = 10/10 = 100%

(Cohort 2) 2006 = 17/17 = 100%

(Cohort 3) 2007 = 16/16 = 100%

(Cohort 4) 2008 = 12/12 = 100%

(Cohort 5) 2009 = 15/15 = 100%

(Cohort 6) 2010 = 15/15 = 100%

(Cohort 7) 2011 = 19/19 = 100%

(Cohort 8) 2012 = 9/9 = 100%

(Cohort 9) 2013 = 10/10 = 100%

(Cohort 10) 2014 = 7/7 = 100%

(Cohort 11) 2015 = 8/9 = 89%

(Cohort 12) 2016 = 10/12 = 83%**

(Cohort 13) 2017 = 9/10 = 90%**

(Cohort 14) 2018 = 11/15 = 73%**

*As of June 30, 2022, the total # of participants who transitioned to candidacy divided by the total # retained (as defined in the Doctoral Program Retention Measure).

**Not all participants in these cohorts have completed required coursework and/or successfully defended the Comprehensive Assessment and, therefore, are not yet eligible for advancement to candidacy.

While advancement to candidacy numbers have typically exceeded our ongoing goal of 75%, the program will establish a process for assessing why participants are leaving the program prior to candidacy. We hope this will allow us to identify any potential roadblock/challenges to progression.

Attached Files

[📎Competency Plan Framework.xlsx](#)

[📎Comprehensive Assessment Defense Review Form.pdf](#)

[📎Critical Reflection Paper Rubric.pdf](#)

[📎Critical Synthesis Paper Example 1.pdf](#)

[📎Critical Synthesis Paper Example 2.pdf](#)

[📎Digital Portfolio Example 1.pdf](#)

[📎Digital Portfolio Example 2.pdf](#)

Strengths and Weaknesses Based on Results:

We have revised and enhanced the LEAD 7995 course to provide increased, direct faculty support.

Attached Files

There are no attachments.

Follow Up Actions Planned :

For recent cohorts, where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue. In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files

There are no attachments.

Continuous Improvement:

Participants nearing the completion of required coursework are enrolled in LEAD 7450 (and potentially LEAD 7995) to fully prepare them for the Comprehensive Assessment and eligibility for candidacy.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO4 - Doctoral Program Completion (by cohort)

This view always presents the most current state of the plan item.
Plan Item was last modified on 6/8/23, 4:37 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO4 - Doctoral Program Completion (by cohort)

Student Learning Outcome Description:

This measure looks at the number / percentage of full-time program participants who successfully defend their dissertation and complete the program (by cohort). Enrollment in the multidisciplinary Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2020-2021

Means of Assessment:

Survey (Indirect), Thesis/Dissertation (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Course(s) Associated with SLO:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Criteria for Success:

The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status.

Attached Files

There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Program Completion Rate*

Graduated/Retained : Graduated/Candidacy

- (Cohort 1) 2005 - 10/10 = 100% : 10/10 = 100%
- (Cohort 2) 2006 - 17/17 = 100% : 17/17 = 100%
- (Cohort 3) 2007 - 16/16 = 100% : 16/16 = 100%
- (Cohort 4) 2008 - 12/12 = 100% : 12/12 = 100%
- (Cohort 5) 2009 - 13/15 = 87%^ : 13/15 = 87%
- (Cohort 6) 2010 - 13/15 = 87%^ : 13/15 = 87%
- (Cohort 7) 2011 - 12/19 = 63%^ : 12/19 = 63%
- (Cohort 8) 2012 - 7/9 = 78%^ : 7/9 = 78%
- (Cohort 9) 2013 - 2/10 = 20%^ : 2/10 = 20%
- (Cohort 10) 2014 - 0/7 = 0%^ : 0/7 = 0%
- (Cohort 11) 2015 - 3/9 = 33%^ : 3/9 = 33%
- (Cohort 12) 2016 - 2/12 = 17%** : 2/10 = 20%
- (Cohort 13) 2017 - 1/10 = 10%** : 1/9 = 11%
- (Cohort 14) 2018 - 0/15 = 0%** : 0/11 = 0%

*Total # of retained participants divided by the total number of admitted participants who completed the program (as defined in the Doctoral Program Retention Measure).

**Not all participants in these cohorts have successfully completed all coursework and the Comprehensive Assessment and are, therefore, not yet eligible to advance to candidacy.

^Participants in these cohorts have advanced to candidacy and are actively enrolled.

Attached Files

[📄Learning and Leadership Doctoral Exit Survey Report.pdf](#)

Strengths and Weaknesses Based on Results:

Attached Files

There are no attachments.

Follow Up Actions Planned :

This is a revised measure. In addition to measuring overall doctoral program completion timeframe in years, we have added the measure of doctoral program completion by cohort, including percent graduated of retained and percent graduated of transitioned to candidacy.

Attached Files

There are no attachments.

Continuous Improvement:

Participants nearing the completion of required coursework are enrolled in LEAD 7450 (and potentially LEAD 7995) to fully prepare them for the Comprehensive Assessment and eligibility for candidacy. We have revised and enhanced the LEAD 7995 to provide increased, direct faculty support.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO3 - Doctoral Program Completion (in years)

This view always presents the most current state of the plan item.
Plan Item was last modified on 3/15/23, 1:10 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO3 - Doctoral Program Completion (in years)

Student Learning Outcome Description:

The number / percentage of program participants who successfully defend their dissertation and complete the program (in years). This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window.

Reporting Cycle Outcome Last Assessed:

2020-2021

Means of Assessment:

Survey (Indirect), Thesis/Dissertation (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Course(s) Associated with SLO:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Criteria for Success:

The target for this measure is to meet the national median time frame for doctoral degree completion (based on the annual NSF Doctorate recipients from U.S. Universities survey data).

Attached Files

There are no attachments.

Assessment Data (Results):

Since the inception of the program, 107* candidates have completed the degree program and graduated.

For the July 1, 2021, through June 30, 2022 time period, 3 candidates completed the degree program.

As of June 30, 2022, the median time to doctoral degree completion in the Learning and Leadership Doctoral Program is 6.3 years, which is below the national median of 6.8 years for the “Humanities and arts” field of study. The national median time to doctoral degree completion across all academic fields is 5.7 years (ranging from 5.0 to 6.8 years according to the field of study). The national median data includes full-time graduate programs in which students may be enrolled full-time, year-round. Enrollment in the Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. This measurement is ongoing and will be recorded annually.

*The Learning and Leadership Doctoral Program began in Summer 2005 and just reached the 16 year mark in Summer 2021. Doctoral candidates may take up to 10 years to complete all degree requirements. A total of 107 graduates at this stage (16 year mark) meets expectations.

Reference

National Science Foundation, National Center for Science and Engineering Statistics. (2021). Doctorate recipients from U.S. Universities: 2020. Alexandria, VA. Special Report NSF 22-300. Available at <https://nces.nsf.gov/pubs/nsf22300/data-tables>

Attached Files

[Learning and Leadership Doctoral Exit Survey Report.pdf](#)

Strengths and Weaknesses Based on Results:

We continued to make revisions and updates to the LEAD 7700 Pre-Dissertation Seminar course to support candidates at the beginning of the dissertation process.

Attached Files

There are no attachments.

Follow Up Actions Planned :

Continue to compare program completion rates to national median.

Run analyses of effect (if any) of implementing Dissertation course space requirement in the online learning platform (UTC Learn / Canvas) on Dissertation progression.

Attached Files

There are no attachments.

Continuous Improvement:

We continue to review and revise the dissertation process, including a dedicated dissertation course space for each candidate. Through this process, the dissertation chair and committee members provide ongoing specific support to the candidates to assist them with continuing to progress through the dissertation stage.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 6/8/23, 4:36 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO1 - Doctoral Program Retention

Student Learning Outcome Description:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark. The measure is based on a cohort’s acceptance into the program beginning with the first cohort in 2005.

Reporting Cycle Outcome Last Assessed:

2020-2021

Means of Assessment:

Number/Count (Indirect)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with SLO:

N/A

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Criteria for Success:

The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Retention Rate*

- (Cohort 1) 2005 = 10/20 = 50%
- (Cohort 2) 2006 = 17/20 = 85%
- (Cohort 3) 2007 = 16/21 = 76%
- (Cohort 4) 2008 = 12/15 = 80%
- (Cohort 5) 2009 = 15/19 = 79%
- (Cohort 6) 2010 = 15/23 = 65%
- (Cohort 7) 2011 = 19/28 = 68%
- (Cohort 8) 2012 = 9/12 = 75%
- (Cohort 9) 2013 = 10/12 = 83%
- (Cohort 10) 2014 = 7/8 = 88%
- (Cohort 11) 2015 = 9/11 = 82%
- (Cohort 12) 2016 = 12/14 = 86%
- (Cohort 13) 2017 = 10/13 = 77%
- (Cohort 14) 2018 = 15/15 = 100%

*Total # of retained participants divided by the total number of admitted participants who successfully completed a minimum of 12 credit hours.

While retention numbers have exceeded our ongoing goal of 75% since 2012, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files

There are no attachments.

Strengths and Weaknesses Based on Results:

Attached Files

There are no attachments.

Follow Up Actions Planned :

For recent cohorts, where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue. In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files

There are no attachments.

Continuous Improvement:

We have continued to work on our curriculum and advising process to ensure all doctoral participants are provided with the tools needed to be successful and move forward through the program.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO2 - Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 6/8/23, 4:34 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

PhD Leadership and Decision-Making

Student Learning Outcome Title:

SLO2 - Doctoral Program Advancement to Candidacy Status

Student Learning Outcome Description:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

New

Means of Assessment:

Comprehensive Exam (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with SLO:

LEAD 7010
LEAD 7020
LEAD 7030
LEAD 7340
LEAD 7370
LEAD 7150
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7810
LEAD 7360
LEAD 7815
LEAD 7820
Elective Coursework

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Criteria for Success:

The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status (C15/2019).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / % Advanced to Candidacy*

(Cohort 15) 2019 = 1/10 = 10%**

*As of June 30, 2022, the total # of participants who transitioned to candidacy divided by the total # retained (as defined in the Doctoral Program Retention Measure).

**Not all participants in this cohort (C15/2019) have completed required coursework and/or successfully defended the Comprehensive Assessment and, therefore, are not yet eligible for advancement to candidacy.

Attached Files

[📄Competency Plan Framework.xlsx](#)

[📄Comprehensive Assessment Defense Review Form.pdf](#)

[📄Critical Reflection Paper Rubric.pdf](#)

[📄Critical Synthesis Paper Example 1.pdf](#)

[📄Critical Synthesis Paper Example 2.pdf](#)

[📄Critical Synthesis Paper Rubric.pdf](#)

[📄Digital Portfolio Example 1.pdf](#)

[📄Digital Portfolio Example 2.pdf](#)

Strengths and Weaknesses Based on Results:

We have revised and enhanced the LEAD 7995 course to provide increased, direct faculty support.

Attached Files

There are no attachments.

Follow Up Actions Planned :

Will review and analyze common reasons for non-progression to be addressed.

Attached Files

There are no attachments.

Continuous Improvement:

Participants nearing the completion of required coursework are enrolled in LEAD 7450 (and potentially LEAD 7995) to fully prepare them for the Comprehensive Assessment and eligibility for candidacy.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 6/8/23, 4:32 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

PhD Leadership and Decision-Making

Student Learning Outcome Title:

SLO1 - Doctoral Program Retention

Student Learning Outcome Description:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark. The measure is based on a cohort’s acceptance into the program beginning with the first cohort in 2019.

Reporting Cycle Outcome Last Assessed:

New

Means of Assessment:

Number/Count (Indirect)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with SLO:

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Criteria for Success:

The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark (C15/2019 & C16/2020).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Retention Rate*

(Cohort 15) 2019 = 10/10 = 100%
(Cohort 16) 2020 = 10/11 = 91%

*Total # of retained participants divided by the total number of admitted participants who successfully completed a minimum of 12 credit hours.

While retention numbers have exceeded our ongoing goal, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files
There are no attachments.

Strengths and Weaknesses Based on Results:

Attached Files
There are no attachments.

Follow Up Actions Planned :

Where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue. In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files
There are no attachments.

Continuous Improvement:

We have continued to work on our curriculum and advising process to ensure all doctoral participants are provided with the tools needed to be successful and move forward through the program.

Feedback for Current Reporting Cycle:

Attached Files
There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO2 - Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/8/24, 2:20 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO2 - Doctoral Program Advancement to Candidacy Status

Student Learning Outcome Description:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2021-2022

Means of Assessment:

Comprehensive Exam (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with SLO:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
Elective Coursework

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Criteria for Success:

The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status (C1/2005 through C14/2018).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / % Advanced to Candidacy*

(Cohort 1) 2005 = 10/10 = 100%

(Cohort 2) 2006 = 17/17 = 100%
(Cohort 3) 2007 = 16/16 = 100%
(Cohort 4) 2008 = 12/12 = 100%
(Cohort 5) 2009 = 15/15 = 100%
(Cohort 6) 2010 = 15/15 = 100%
(Cohort 7) 2011 = 18/18= 100%
(Cohort 8) 2012 = 8/8 = 100%
(Cohort 9) 2013= 10/10 = 100%
(Cohort 10) 2014 = 7/7 = 100%
(Cohort 11) 2015 = 9/9 = 100%
(Cohort 12) 2016 = 11/12 = 92%
(Cohort 13) 2017 = 10/10 = 100%
(Cohort 14) 2018 = 14/14 = 100%

*As of June 30, 2023, the total # of participants who transitioned to candidacy divided by the total # retained (as defined in the Doctoral Program Retention Measure).

While advancement to candidacy numbers have typically exceeded our ongoing goal of 75%, the program will establish a process for assessing why participants are leaving the program prior to candidacy. We hope this will allow us to identify any potential roadblock/challenges to progression.

Attached Files

[Critical Reflection Rubric 08-13-23.pdf](#)

[Critical Synthesis Paper Rubric 08-13-23.pdf](#)

[Critical Synthesis Paper Example 1.pdf](#)

[Critical Synthesis Paper Example 2.pdf](#)

[Digital Portfolio Example 1.pdf](#)

[Digital Portfolio Example 2.pdf](#)

Strengths and Weaknesses Based on Results:

The results of the comprehensive assessment milestone are analyzed by whether a participant passes the comprehensive assessment and moves forward.

While advancement to candidacy numbers have typically exceeded our ongoing goal of 75%, the program will establish a process for assessing why participants are leaving the program prior to candidacy. We hope this will allow us to identify any potential roadblock/challenges to progression.

Attached Files

There are no attachments.

Follow Up Actions Planned :

For recent cohorts, where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue. In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files

There are no attachments.

Continuous Improvement:

Participants nearing the completion of required coursework are enrolled in LEAD 7450 (and potentially LEAD 7995) to fully prepare them for the Comprehensive Assessment and eligibility for candidacy.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO4 - Doctoral Program Completion (by cohort)

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/8/24, 2:22 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO4 - Doctoral Program Completion (by cohort)

Student Learning Outcome Description:

This measure looks at the number / percentage of full-time program participants who successfully defend their dissertation and complete the program (by cohort). Enrollment in the multidisciplinary Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2021-2022

Means of Assessment:

Survey (Indirect), Thesis/Dissertation (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Course(s) Associated with SLO:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

This measure looks at the number / percentage of full-time program participants who successfully defend their dissertation and complete the program (by cohort). Enrollment in the multidisciplinary Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status.

Criteria for Success:

The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status (C1/2005 through C14/2018).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Program Completion Rate*

Graduated/Retained: Graduated/Candidacy

- (Cohort 1) 2005 - 10/10 = 100% : 10/10 = 100%
- (Cohort 2) 2006 - 17/17 = 100% : 17/17 = 100%
- (Cohort 3) 2007 - 16/16 = 100% : 16/16 = 100%
- (Cohort 4) 2008 - 12/12 = 100% : 12/12 = 100%
- (Cohort 5) 2009 - 13/15 = 87%^ : 13/15 = 87%
- (Cohort 6) 2010 - 13/15 = 87%^ : 13/15 = 87%
- (Cohort 7) 2011 - 12/19 = 63%^ : 12/19 = 63%
- (Cohort 8) 2012 - 7/9 = 78%^ : 7/9 = 78%
- (Cohort 9) 2013 - 2/10 = 20%^ : 2/10 = 20%
- (Cohort 10) 2014 - 0/7 = 0%^ : 0/7 = 0%
- (Cohort 11) 2015 - 3/9 = 33%^ : 3/9 = 33%
- (Cohort 12) 2016 - 2/12 = 17%** : 2/10 = 20%
- (Cohort 13) 2017 - 1/10 = 10%** : 1/9 = 11%
- (Cohort 14) 2018 - 0/15 = 0%** : 0/11 = 0%

*Total # of retained participants divided by the total number of admitted participants who completed the program (as defined in the Doctoral Program Retention Measure).
**Not all participants in these cohorts have successfully completed all coursework and the Comprehensive Assessment and are, therefore, not yet eligible to advance to candidacy.
^ Participants in these cohorts have advanced to candidacy and are actively enrolled.

Attached Files
[Learning and Leadership Doctorate Exit Survey 09-29-23 \(1\).pdf](#)

Strengths and Weaknesses Based on Results:

We continued to make revisions and updates to the LEAD 7700 Pre-Dissertation Seminar course to support candidates at the beginning of the dissertation process. In addition, we continue to revise and enhance the LEAD 7999 Dissertation process to ensure engagement leading to degree completion.

Exit survey results indicate that participants believe they are well prepared for the completion process of both coursework and the dissertation process.

Attached Files
There are no attachments.

Follow Up Actions Planned :

This is a revised measure. In addition to measuring overall doctoral program completion timeframe in years, we have added the measure of doctoral program completion by cohort, including percent graduated of retained and percent graduated of transitioned to candidacy.

Attached Files
There are no attachments.

Continuous Improvement:

We continue to review and revise the dissertation process, including a dedicated dissertation course space for each candidate. Through this process, the dissertation chair and committee members provide ongoing specific support to the candidates to assist them with continuing to progress through the dissertation stage. We have added periodic progress checks including specific prompts for disengaged candidates.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO3 - Doctoral Program Completion (in years)

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/8/24, 2:21 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO3 - Doctoral Program Completion (in years)

Student Learning Outcome Description:

The number / percentage of program participants who successfully defend their dissertation and complete the program (in years). This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window.

Reporting Cycle Outcome Last Assessed:

2021-2022

Means of Assessment:

Survey (Indirect), Thesis/Dissertation (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Course(s) Associated with SLO:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

The number / percentage of program participants who successfully defend their dissertation and complete the program (in years). This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window.

Criteria for Success:

The target for this measure is to meet the national median time frame for doctoral degree completion, based on the annual NSF Doctorate recipients from U.S. Universities survey data (C1/2005 through C14/2018).

Attached Files

There are no attachments.

Assessment Data (Results):

Since the inception of the program, 119* candidates have completed the degree program and graduated.

For the July 1, 2022, through June 30, 2023 time period, 12 candidates completed the degree program.

As of June 30, 2023, the median time to doctoral degree completion in the Learning and Leadership Doctoral Program is 6.3 years, which is below the national median of 6.8 years for the “Humanities” field of study. The national median time to doctoral degree completion across all academic fields is 5.7 years (ranging from 5.0 to 6.8 years according to the field of study). The national median data includes full-time graduate programs in which students may be enrolled full-time, year-round. Enrollment in the Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. This measurement is ongoing and will be recorded annually.

*The Learning and Leadership Doctoral Program began in Summer 2005. Doctoral candidates typically take up to 10 years to complete all degree requirements. A total of 119 graduates at this stage meets expectations.

Reference

National Center for Science and Engineering Statistics (NCSES). 2022. Doctorate Recipients from U.S. Universities: 2021. NSF 23-300. Alexandria, VA: National Science Foundation. Available at <https://ncses.nsf.gov/pubs/nsf23300>.

Attached Files

[Learning and Leadership Doctorate Exit Survey 09-29-23.pdf](#)

Strengths and Weaknesses Based on Results:

We continue to make revisions and updates to the LEAD 7700 Pre-Dissertation Seminar course to support candidates at the beginning of the dissertation process. In addition, we continue to revise and enhance the LEAD 7999 Dissertation process to ensure engagement leading to degree completion.

Exit survey results indicate that participants believe they are well prepared for the completion process of both coursework and the dissertation process.

Attached Files

There are no attachments.

Follow Up Actions Planned :

Continue to compare program completion rates to national median. Run analyses of effect (if any) of implementing Dissertation course space requirement in the online learning platform (UTC Learn / Canvas) on Dissertation progression.

Attached Files

There are no attachments.

Continuous Improvement:

We continue to review and revise the dissertation process, including a dedicated dissertation course space for each candidate. Through this process, the dissertation chair and committee members provide ongoing specific support to the candidates to assist them with continuing to progress through the dissertation stage. We have added periodic progress checks including specific prompts for disengaged candidates.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/8/24, 2:18 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD/PhD Learning and Leadership

Student Learning Outcome Title:

SLO1 - Doctoral Program Retention

Student Learning Outcome Description:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark. The measure is based on a cohort’s acceptance into the program beginning with the first cohort in 2005.

Reporting Cycle Outcome Last Assessed:

2021-2022

Means of Assessment:

Number/Count (Indirect)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with SLO:

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark.

Criteria for Success:

The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark (C1/2005 through C14/2018).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Retention Rate*

(Cohort 1) 2005 = 10/20 = 50%
(Cohort 2) 2006 = 17/20 = 85%
(Cohort 3) 2007 = 16/21 = 76%
(Cohort 4) 2008= 12/15 = 80%
(Cohort 5) 2009 = 15/19 = 79%
(Cohort 6) 2010 = 15/23 = 65%
(Cohort 7) 2011 = 18/28 = 64%
(Cohort 8) 2012 = 8/12 = 67%
(Cohort 9) 2013 = 10/12 = 83%
(Cohort 10) 2014 = 7/8 = 88%
(Cohort 11) 2015 = 9/11 = 82%

(Cohort 12) 2016 = 12/15 = 80%
(Cohort 13) 2017 = 10/13 = 77%
(Cohort 14) 2018 = 14/15 = 93%

*Total # of retained participants divided by the total number of admitted participants who successfully completed a minimum of 12 credit hours.

While retention numbers have exceeded our ongoing goal of 75% since 2013, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files

There are no attachments.

Strengths and Weaknesses Based on Results:

While retention numbers have exceeded our ongoing goal of 75% since 2013, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files

There are no attachments.

Follow Up Actions Planned :

For recent cohorts, where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue. In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files

There are no attachments.

Continuous Improvement:

We have continued to work on our curriculum and advising process to ensure all doctoral participants are provided with the tools needed to be successful and move forward through the program.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO2 - Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/8/24, 2:43 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

PhD Leadership and Decision-Making

Student Learning Outcome Title:

SLO2 - Doctoral Program Advancement to Candidacy Status

Student Learning Outcome Description:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2021-2022

Means of Assessment:

Comprehensive Exam (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

LEAD 7010
LEAD 7020
LEAD 7030
LEAD 7340
LEAD 7370
LEAD 7150
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7810
LEAD 7360
LEAD 7815
LEAD 7820
Elective Coursework

Course(s) Associated with SLO:

LEAD 7010
LEAD 7020
LEAD 7030
LEAD 7340
LEAD 7370
LEAD 7150
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7810
LEAD 7360
LEAD 7815
LEAD 7820
Elective Coursework

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Criteria for Success:

The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status (C15/2019 & C16/2020 & PhD21/2021).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / % Advanced to Candidacy*

(Cohort 15) 2019 = 8/9 = 89%**
(Cohort 16) 2020 = 1/8 = 13%**
(PhD21) 2021 = 0/15 = 0%**

*As of June 30, 2023, the total # of participants who transitioned to candidacy divided by the total # retained (as defined in the Doctoral Program Retention Measure).

**Not all participants in these cohorts have completed required coursework and/or successfully defended the Comprehensive Assessment and, therefore, are not yet eligible for advancement to candidacy.

The program will establish a process for assessing why participants are leaving the program prior to candidacy. We hope this will allow us to identify any potential roadblock/challenges to progression.

- Attached Files
- [Critical Reflection Rubric 08-13-23.pdf](#)
 - [Critical Synthesis Paper Rubric 08-13-23.pdf](#)
 - [Critical Synthesis Paper Example 1.pdf](#)
 - [Critical Synthesis Paper Example 2.pdf](#)
 - [Digital Portfolio Example 1.pdf](#)
 - [Digital Portfolio Example 2.pdf](#)

Strengths and Weaknesses Based on Results:

The results of the comprehensive assessment milestone are analyzed by whether a participant passes the comprehensive assessment and moves forward.

While advancement to candidacy numbers have typically exceeded our ongoing goal of 75%, the program will establish a process for assessing why participants are leaving the program prior to candidacy. We hope this will allow us to identify any potential roadblock/challenges to progression.

Attached Files
There are no attachments.

Follow Up Actions Planned :

Will review and analyze common reasons for non-progression to be addressed.

Attached Files
There are no attachments.

Continuous Improvement:

Participants nearing the completion of required coursework are enrolled in LEAD 7450 (and potentially LEAD 7995) to fully prepare them for the Comprehensive Assessment and eligibility for candidacy.

Feedback for Current Reporting Cycle:

Attached Files
There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

SLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/3/24, 4:43 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

PhD Leadership and Decision-Making

Student Learning Outcome Title:

SLO1 - Doctoral Program Retention

Student Learning Outcome Description:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark. The measure is based on a cohort’s acceptance into the program beginning with the first cohort in 2019.

Reporting Cycle Outcome Last Assessed:

2021-2022

Means of Assessment:

Number/Count (Indirect)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with SLO:

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark.

Criteria for Success:

The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark (C15/2019 & C16/2020 & PhD21/2021).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Retention Rate*

(Cohort 15) 2019 = 9/9 = 100%
(Cohort 16) 2020 = 8/11 = 73%
(PhD21) 2021 = 15/18 = 83%

*Total # of retained participants divided by the total number of admitted participants who successfully completed a minimum of 12 credit hours.

While retention numbers have exceeded our ongoing goal, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files
There are no attachments.

Strengths and Weaknesses Based on Results:

Where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue.

Attached Files

There are no attachments.

Follow Up Actions Planned :

In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files

There are no attachments.

Continuous Improvement:

We have continued to work on our curriculum and advising process to ensure all doctoral participants are provided with the tools needed to be successful and move forward through the program.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

PLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 7/26/24, 5:12 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

EdD Leadership and Instructional Practice

Program Outcome Title:

PLO1 - Doctoral Program Retention

Program Outcome Description:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark. The measure is based on a cohort’s acceptance into the program beginning with the first cohort in 2021.

Reporting Cycle Outcome Last Assessed:

Means of Assessment:

Number (Count) (Indirect)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with Program Outcome:

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark.

Criteria for Success:

The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark (EdD21/2021 forward).

Attached Files
There are no attachments.

Assessment Data (Results):

Attached Files
There are no attachments.

Strengths and Weaknesses Based on Results:

Attached Files
There are no attachments.

Follow Up Actions Planned :

Attached Files
There are no attachments.

Continuous Improvement:

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Not Assessed this Cycle

Related Items

No connections made

PLO2 - Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 7/26/24, 4:21 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

EdD/PhD Learning and Leadership

Program Outcome Title:

PLO2 - Doctoral Program Advancement to Candidacy Status

Program Outcome Description:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2022-2023

Means of Assessment:

Comprehensive Exam (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with Program Outcome:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
Elective Coursework

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Criteria for Success:

The target for this measure is to meet the national median time frame for doctoral degree completion, based on the annual NSF Doctorate recipients from U.S. Universities survey data (C1/2005 through C14/2018).

Attached Files
There are no attachments.

Assessment Data (Results):

Attached Files
There are no attachments.

Strengths and Weaknesses Based on Results:

Attached Files
There are no attachments.

Follow Up Actions Planned :

Attached Files
There are no attachments.

Continuous Improvement:

Feedback for Current Reporting Cycle:

Attached Files
There are no attachments.

Progress:

Not Assessed this Cycle

Related Items

No connections made

PLO4 - Doctoral Program Completion (by cohort)

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/20/24, 10:03 AM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

EdD/PhD Learning and Leadership

Program Outcome Title:

PLO4 - Doctoral Program Completion (by cohort)

Program Outcome Description:

This measure looks at the number / percentage of full-time program participants who successfully defend their dissertation and complete the program (by cohort). Enrollment in the multidisciplinary Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2022-2023

Means of Assessment:

Survey (Indirect), Thesis/Dissertation (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with Program Outcome:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

This measure looks at the number / percentage of full-time program participants who successfully defend their dissertation and complete the program (by cohort). Enrollment in the multidisciplinary Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status.

Criteria for Success:

The target for this measure is to meet or exceed a 50% mark for doctoral program completers of those retained (as defined in the Doctoral Retention Measure) and to meet or exceed a 75% mark for doctoral program completers who advanced to candidacy status (C1/2005 through C15/2019).

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Program Completion Rate*

Graduated/Retained: Graduated/Candidacy
(Cohort 1) 2005 - 10/10 = 100%: 10/10 = 100%
(Cohort 2) 2006 - 17/17 = 100%: 17/17 = 100%
(Cohort 3) 2007 - 16/16 = 100%: 16/16 = 100%
(Cohort 4) 2008 – 12/12 = 100%: 12/12 = 100%
(Cohort 5) 2009 - 14/15 = 93% ^: 14/15 = 93%
(Cohort 6) 2010 – 15/15 = 100% ^: 15/15 = 100%
(Cohort 7) 2011 – 14/17 = 82% ^: 14/17 = 82%
(Cohort 8) 2012 – 8/8 = 100% ^: 8/8 = 100%
(Cohort 9) 2013 – 6/10 = 60% ^: 6/10= 60%
(Cohort 10) 2014 – 1/7 = 14% ^: 1/7 = 14%
(Cohort 11) 2015 – 3/9 = 33% ^: 3/9 = 33%
(Cohort 12) 2016 – 3/11 = 27% ^: 3/11 = 27%
(Cohort 13) 2017 – 2/9 = 22%^: 2/9 = 22%
(Cohort 14) 2018 – 2/14 = 14%^: 2/14 = 14%
(Cohort 15) 2019 – 0/17 = 0%^: 0/17 = 17%

*Total # of retained participants divided by the total number of admitted participants who completed the program (as defined in the Doctoral Program Retention Measure).
^ Participants in these cohorts have advanced to candidacy and are actively enrolled.

Attached Files

[Learning and Leadership Doctoral Exit Survey Report.PDF](#)

Strengths and Weaknesses Based on Results:

We continued to make revisions and updates to the LEAD 7700 Pre-Dissertation Seminar course to support candidates at the beginning of the dissertation process. In addition, we continue to revise and enhance the LEAD 7999 Dissertation process to ensure engagement leading to degree completion.

Exit survey results indicate that participants believe they are well prepared for the completion process of both coursework and the dissertation process.

Attached Files
There are no attachments.

Follow Up Actions Planned :

This is a revised measure. In addition to measuring overall doctoral program completion timeframe in years, we have added the measure of doctoral program completion by cohort, including percent graduated of retained and percent graduated of transitioned to candidacy.

Attached Files
There are no attachments.

Continuous Improvement:

We continue to review and revise the dissertation process, including a dedicated dissertation course space for each candidate. Through this process, the dissertation chair and committee members provide ongoing specific support to the candidates to assist them with continuing to progress through the dissertation stage. We have added periodic progress checks including specific prompts for disengaged candidates.

Feedback for Current Reporting Cycle:

Attached Files
There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

PLO3 - Doctoral Program Completion (in years)

This view always presents the most current state of the plan item.
Plan Item was last modified on 10/2/24, 3:46 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

EdD/PhD Learning and Leadership

Program Outcome Title:

PLO3 - Doctoral Program Completion (in years)

Program Outcome Description:

The number / percentage of program participants who successfully defend their dissertation and complete the program (in years). This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window.

Reporting Cycle Outcome Last Assessed:

2022-2023

Means of Assessment:

Survey (Indirect), Thesis/Dissertation (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with Program Outcome:

LEAD 7400
LEAD 7350
LEAD 7100
LEAD 7340
LEAD 7150
LEAD 7360
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7700
Elective Coursework
LEAD 7999

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

The number / percentage of program participants who successfully defend their dissertation and complete the program (in years). This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window.

Criteria for Success:

The target for this measure is to meet the national median time frame for doctoral degree completion, based on the annual NSF Doctorate recipients from U.S. Universities survey data (C1/2005 through C15/2019).

Attached Files
There are no attachments.

Assessment Data (Results):

Since the inception of the program, 126* candidates have completed the degree program and graduated.

For the July 1, 2023, through June 30, 2024 time period, 6 candidates completed the degree program.

As of June 30, 2024, the median time to doctoral degree completion in the Learning and Leadership Doctoral Program is 6.7 years, which is below the national median of 6.8 years for the “Humanities” field of study The national median time to doctoral degree completion across all academic fields is 5.7 years (ranging from 5.0 years to 6.8 years according to the field of study). The national median data includes full-time graduate programs in which students may be enrolled full-time, year-round. Enrollment in the Learning and Leadership Doctoral Program is limited to full-time working professionals and 6 graduate credit hours per semester without prior approval, therefore, extending the time frame for degree completion. This measurement is ongoing and will be recorded annually.

*The Learning and Leadership Doctoral Program began in Summer 2005. Doctoral candidates typically take up to 10 years to complete all degree requirements. A total of 126 graduates at this stage meets expectations.

Reference

Doctorate Recipients from U.S. Universities: 2022
National Center for Science and Engineering Statistics (NCSES)
Available at:
<https://nces.nsf.gov/pubs/nsf24300/>
Attached Files

[📄Learning and Leadership Doctoral Exit Survey Report.PDF](#)

Strengths and Weaknesses Based on Results:

We continue to make revisions and updates to the LEAD 7700 Pre-Dissertation Seminar course to support candidates at the beginning of the dissertation process. In addition, we continue to revise and enhance the LEAD 7999 Dissertation process to ensure engagement leading to degree completion.

Exit survey results indicate that participants believe they are well prepared for the completion process of both coursework and the dissertation process.

Attached Files
There are no attachments.

Follow Up Actions Planned :

Continue to compare program completion rates to national median. Run analyses of effect (if any) of implementing Dissertation course space requirement in the online learning platform (UTC Learn / Canvas) on Dissertation progression.

Attached Files
There are no attachments.

Continuous Improvement:

We continue to review and revise the dissertation process, including a dedicated dissertation course space for each candidate. Through this process, the dissertation chair and committee members provide ongoing specific support to the candidates to assist them with continuing to progress through the dissertation stage. We have added periodic progress checks including specific prompts for disengaged candidates.

Feedback for Current Reporting Cycle:

Attached Files
There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

PLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/20/24, 9:55 AM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

EdD/PhD Learning and Leadership

Program Outcome Title:

PLO1 - Doctoral Program Retention

Program Outcome Description:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark. The measure is based on a cohort’s acceptance into the program beginning with the first cohort in 2005.

Reporting Cycle Outcome Last Assessed:

2022-2023

Means of Assessment:

Number (Count) (Indirect)

If Means of Assessment is "Rubric," please attach the file:

Attached Files

There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with Program Outcome:

Attached Files

There are no attachments.

Relation of Means of Assessment to the Outcome:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark.

Criteria for Success:

The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark (C1/2005 through C15/2019).

Attached Files

There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Retention Rate*

- (Cohort 1) 2005 = 10/20 = 50%
- (Cohort 2) 2006 = 17/20 = 85%
- (Cohort 3) 2007 = 16/21 = 76%
- (Cohort 4) 2008= 12/15 = 80%
- (Cohort 5) 2009 = 15/19 = 79%
- (Cohort 6) 2010 = 15/23 = 65%
- (Cohort 7) 2011 = 18/28 = 64%
- (Cohort 8) 2012 = 8/12 = 67%
- (Cohort 9) 2013 = 10/12 = 83%
- (Cohort 10) 2014 = 7/8 = 88%
- (Cohort 11) 2015 = 9/11 = 82%
- (Cohort 12) 2016 = 11/15 = 73%
- (Cohort 13) 2017 = 9/13 = 69%
- (Cohort 14) 2018 = 14/15 = 93%
- (Cohort 15) 2019 = 7/8 = 88%

*Total # of retained participants divided by the total number of admitted participants who successfully completed a minimum of 12 credit hours.

While retention numbers have exceeded our ongoing goal of 75% since 2018, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files
There are no attachments.

Strengths and Weaknesses Based on Results:

While retention numbers have exceeded our ongoing goal of 75% since 2018, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files
There are no attachments.

Follow Up Actions Planned :

For recent cohorts, where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue. In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files
There are no attachments.

Continuous Improvement:

We have continued to work on our curriculum and advising process to ensure all doctoral participants are provided with the tools needed to be successful and move forward through the program.

Feedback for Current Reporting Cycle:

Attached Files
There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

PLO2 - Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 10/2/24, 4:07 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

PhD Leadership and Decision-Making

Program Outcome Title:

PLO2 - Doctoral Program Advancement to Candidacy Status

Program Outcome Description:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Reporting Cycle Outcome Last Assessed:

2022-2023

Means of Assessment:

Comprehensive Exam (Direct)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with Program Outcome:

LEAD 7010
LEAD 7020
LEAD 7030
LEAD 7340
LEAD 7370
LEAD 7150
LEAD 7250
LEAD 7500
LEAD 7610
LEAD 7810
LEAD 7360
LEAD 7815
LEAD 7820
Elective Coursework

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

This measure looks at the number / percentage of full-time participants who advance to candidacy (i.e., A.B.D.) The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Criteria for Success:

The target for this measure is to exceed a 75% mark for doctoral program retention and advancement to candidacy status (C15/2019 & C16/2020 & PhD21/2021 & PhD22/2022).

Attached Files
There are no attachments.

Assessment Data (Results):

"Assessment Data (Results):
Cohort/Year Admitted / & Advanced to Candidacy*
(Cohort 15) 2019 – 6/6 = 100%
(Cohort 16) 2020 – 5/5 = 100%
(PhD21) 2021 – 0/14 = 0% **
(PhD22) 2022- 0/11 = 0% **

*As of June 20, 2024, the total # of participants who transitioned to candidacy divided by the total # retained (as defined in the Doctoral Program Retention Measure).

**Not all participants in these cohorts have completed required coursework and/or the Comprehensive Assessment and, therefore, are not yet eligible for advancement to candidacy.

The program will establish a process for assessing why participants are leaving the program prior to candidacy. We hope this will allow us to identify any potential roadblock/challenges to progression.

Attached Files

[Critical Reflection Rubric.pdf](#)

[Critical Synthesis Paper Rubric.pdf](#)

[Digital Portfolio Example 1.pdf](#)

[Digital Portfolio Example 2.pdf](#)

[Sample LDM Critical Synthesis Paper.pdf](#)

Strengths and Weaknesses Based on Results:

The results of the comprehensive assessment milestone are analyzed by whether a participant passes the comprehensive assessment and moves forward.

While advancement to candidacy numbers have typically exceeded our ongoing goal of 75%, the program will establish a process for assessing why participants are leaving the program prior to candidacy. We hope this will allow us to identify any potential roadblock/challenges to progression.

Attached Files

There are no attachments.

Follow Up Actions Planned :

Will review and analyze common reasons for non-progression to be addressed.

Attached Files

There are no attachments.

Continuous Improvement:

Participants nearing the completion of required coursework are enrolled in LEAD 7465 (and potentially LEAD 7995) to fully prepare them for the Comprehensive Assessment and eligibility for candidacy.

Feedback for Current Reporting Cycle:

Attached Files

There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

PLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/20/24, 10:32 AM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

PhD Leadership and Decision-Making

Program Outcome Title:

PLO1 - Doctoral Program Retention

Program Outcome Description:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark. The measure is based on a cohort’s acceptance into the program beginning with the first cohort in 2019.

Reporting Cycle Outcome Last Assessed:

2022-2023

Means of Assessment:

Number (Count) (Indirect)

If Means of Assessment is "Rubric," please attach the file:

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

If Means of Assessment is "Embedded Coursework," please list the course:

Course(s) Associated with Program Outcome:

Attached Files
There are no attachments.

Relation of Means of Assessment to the Outcome:

Retention of doctoral program participants (after completing 12 credit hours of course work in the program, participants are considered to be full-time. From that point forward, the cohort is monitored for purpose of retention). The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark.

Criteria for Success:

- The target for this measure is to retain an annually increasing pool of participants with 75% or greater as the basic benchmark (C15/2019 & C16/2020 & PhD21/2021 & PhD22/2022).
- Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Retention Rate*
(Cohort 15) 2019 – 6/7 = 86%
(Cohort 16) 2020 – 5/7 = 71%
(PhD21) 2021 – 15/18 = 83%
(PhD22) 2022 – 14/18 = 78%

*Total # of retained participants divided by the total number of admitted participants who successfully completed a minimum of 12 credit hours.

Attached Files
There are no attachments.

Strengths and Weaknesses Based on Results:

While retention numbers have exceeded our ongoing goal of 75% since 2021, the program will establish a process for assessing why participants who are not retained are leaving the program. We hope this will allow us to identify any potential roadblock/challenges to retention.

Attached Files
There are no attachments.

Follow Up Actions Planned :

For recent cohorts, where retention issues may exist, we are reviewing and assessing reasons participants choose not to continue. In very few cases, participants are unable to continue due to grades. In these cases, the program works to identify any extenuating circumstances and how we can address.

Attached Files
There are no attachments.

Continuous Improvement:

We have continued to work on our curriculum and advising process to ensure all doctoral participants are provided with the tools needed to be successful and move forward through the program.

Feedback for Current Reporting Cycle:

Attached Files
There are no attachments.

Progress:

Ready for Review

Related Items

No connections made

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



Term:	Summer 2024
Course Title:	LEAD 7000 Learning & Leadership: Induction & Integration (Hybrid) - PhD24
CRN:	82131
Credits:	1 graduate credit
Dates/Times:	Saturday, June 1 (8:00 am – 5:00 pm ET) – Lupton Hall #393 Saturday, August 3 (8:00 am – 12:00 pm ET) – Zoom
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt. Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter Hall #415B – 423-425-5443 – Virtual Office Hours by Appt.

Course Catalog Description:

The purpose of this course is to provide participants with an overview of the theoretical foundations for the LEAD Doctoral Programs, including expectations for competency. Additionally, participants will explore program core competencies and application of program theoretical constructs to participants' professional practice. Satisfactory/No Credit

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

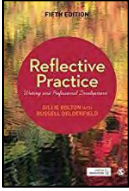
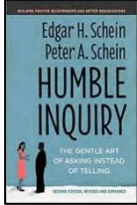
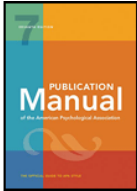
Course Learning Outcomes (CLOs):

1. Investigate, apply, and articulate the relationships between and synonymous with learning and leadership, exploring the leadership process, theoretical constructs and concepts, and their relationship to organizational and professional practice.
2. Explore the program's competency areas and establish the process to demonstrate critical reflection and critical thinking in terms of complex issues and academic rigor expectations.
3. Examine and articulate the program philosophy and the various roles/responsibilities involved in doctoral study.
4. Demonstrate ability to effectively utilize course and program technology tools.

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to the core courses in the LEAD Doctoral Programs. In this course, the deliverables include discussions, papers, presentations, and documents related to any or all of the competency areas. The establishment of the competency documentation structure, as well as the Vision Statement, will be developed in this course and will serve as the major components for demonstrable competency and mastery of the associated areas in the comprehensive assessment process.

Required Course Materials *

Image	Details
	Bolton, G. & Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> (5th ed.). Sage Publications. ISBN: 9781526411709
	Schein, E. & Schein, P. (2021). <i>Humble inquiry: The gentle art of asking instead of telling</i> (2 nd ed.). Berrett-Koehler Publishers. ISBN: 9781523092628
	American Psychological Association (2020). <i>Publication manual of the American Psychological Association</i> . (7 th ed.). American Psychological Association. ISBN: 9781433832161

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Synchronous Class Contributions	Meaningful Contributions in Class	(100 Points each x 2) 200 Points Total	25%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	25%
5 Program Exercises	Upload Profile Image Digitally Signed Document Digital Portfolio Shell link Digitally Signed Memorandum of Understanding Emotional Intelligence Assessment	(100 Points each x 5) 500 Points Total	25%
Peer Partnership	Peer Partnership engagement (discussion and document review)	100 Points	5%
Written Papers	Structured Reflective Exercise Vision Statement (1000 words minimum)	(100 Points each x 2) 200 Points Total	20%
	TOTALS	1200 Points	100%

** Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
S	84% +	Represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
NC	Lower than 84%	Represents work that does not meet competency standards. No credit earned.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face (Synchronous) Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as

hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Program Exercises: Each participant will complete a series of exercises to demonstrate the ability to effectively utilize course and program technology tools.

Upload Profile Image: To assist us all to recognize each other as we move forward in the doctoral program, each participant will add an image to his/her profile in UTC Learn (Canvas). See specific details in the course space, *Deliverables* section.

Digitally Signed Document: Throughout the doctoral program of study, participants will need to digitally sign documents using Adobe Reader (or Adobe Pro). Digital signatures are required on all graduate forms. Each participant will set up an Adobe digital signature and practice submitting a deliverable (assignment) via the Virtual Classroom. See specific details in the course space, *Deliverables* section.

Digital Portfolio Shell: Each participant will prepare the shell of a digital portfolio that corresponds directly with other elements of the Comprehensive Assessment and will submit the Digital Portfolio link. The portfolio is a tool that will assist the participant in the collection and organization of artifacts and materials that reflect his/her progress and achievements as reflected in the competency areas of the doctoral program. The portfolio should be viewed as a practical record demonstrating the participant's growth in learning, leadership, and decision-making. See specific details in the course space, *Deliverables* section.

Memorandum of Understanding: The Memorandum of Understanding document outlines some of the key responsibilities, policies, and procedures of the LEAD

programs. Every participant must certify that s/he understands the responsibility for knowing and adhering to policies and procedures of the doctoral program. The Memorandum of Understanding must be digitally signed (using Adobe Reader or Pro) and submitted. Any questions may be directed to the Program Director. See specific details in the course space, *Deliverables* section.

Emotional Intelligence Assessment: The study and assessment of various aspects such as personality, emotion, cognition, and behavior have become increasingly recognized as crucial to effectively functioning in a leadership role. This assessment will provide the participants with a depiction of how they perceive and express themselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. See specific details in the course space, *Deliverables* section.

Written Papers

Structured Reflective Exercise (should be written in first person): Based on the readings in the Reflective Practice text (Bolton & Delderfield, 2018), participants will be asked to write a brief reflection on a specific topic using a structured approach.

Vision Statement (should be written in first person): Each participant will prepare a narrative statement indicating where s/he is at the beginning of the program and the projected plan for personal and professional growth. This deliverable will be submitted to the Peer Partnership for review prior to the final submissions to the faculty. See specific details in the *Deliverables* section of the course space.

Peer Partnership: The Peer Partnership consists of two components; a peer discussion and a peer document review. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face

synchronous class sessions. Face-to-face class meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify the Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the Instructor(s), participants are expected to keep their webcams turned on during class meeting(s) if connected virtually. Contribution points are directly related to ongoing engagement during class meeting(s).

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any

dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and

time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	- Bolton & Delderfield – Chs. 1-3 - Schein & Schein – Chs. 1-2 - Cozolino & Sprokay – <i>Neuroscience and adult learning</i>	<i>Upload Profile Image due May 21</i>	1
2 – 5/22 – 5/28	- Bolton & Delderfield – Chs. 4-6 - Schein & Schein – Chs. 3-4 - Bennis - <i>Leadership theory and administrative behavior</i>	<i>Discussion Issue 1 opens May 22</i>	1, 4
3 – 5/29 – 6/4	- Bolton & Delderfield - Chs. 7-8 - Schein & Schein - Chs. 5-7 - Coccia - <i>An introduction to the methods of inquiry in social sciences</i> - Doctoral Program Guide - Introduction & Overall Framework - Expectations, Policies, & Procedures	<i>Discussion Issue 1 second guiding question posted on May 29, closes June 4</i> <i>Peer Partnership opens June 1</i>	1, 3, 4
Class Meeting 6/1 Saturday, 8:00 am – 5:00 pm ET, Lupton Hall #393			
4 – 6/5 – 6/11	Wood & Bandura - <i>Social cognitive theory of organizational management</i>	<i>Digitally Signed Document due June 9</i>	1, 3, 4
5 – 6/12 – 6/18	Abu-Tineh et al. - <i>Kouzes and Posner's transformational leadership model in practice</i>	<i>Discussion Issue 2 opens June 12</i>	1, 3, 4
6 – 6/19 – 6/25	- Mezirow - <i>Transformative learning: Theory to practice</i> - EndNote – <i>A beginner's guide</i>	<i>Discussion Issue 2 second guiding question posted on June 19, closes June 25</i>	1, 3, 4
7 – 6/26 – 7/2	Graen & Uhl-Bien - <i>Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years</i>		1, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
8 – 7/3 – 7/9	• Armellini & De Stefani - <i>Social presence in the 21st century: An adjustment to the community of inquiry framework</i> • Digital Portfolio Template Set-up Guide	<i>Digital Portfolio Shell link due July 3</i>	1, 4
9 – 7/10 – 7/16	• Goleman et al. - <i>Primal leadership: The hidden driver of great performance</i>	<i>Vision Statement draft due to Peer Partnership by July 14</i>	1, 3, 4
10 – 7/17 – 7/23	• Doctoral Program Guide - o <i>Comprehensive Assessment</i> - o <i>Components of the Comprehensive Assessment</i>	<i>Digitally Signed Memorandum of Understanding due July 21</i>	1, 2, 3
11 – 7/24 – 7/30	• David & Congleton - <i>Emotional agility: How effective leaders manage their negative thoughts and feelings</i> • Ghuman – <i>Building a model of group emotional intelligence</i>	<i>Vision Statement due July 28</i>	1, 2, 3, 4
12 – 7/31 – 8/6	• Porath & Pearson - <i>The price of incivility</i>	<i>Structured Reflective Exercise due August 6</i> <i>Emotional Intelligence Assessment due August 6</i>	1, 2, 3, 4
Class Meeting 8/3 Saturday, 8:00 am – 12:00 pm ET, Zoom			

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Investigate, apply, and articulate the relationships between and synonymous of learning and leadership, exploring the leadership process, theoretical constructs and concepts, and their relationship to organizational and professional practice.
2. Explore the program's competency areas and establish the process to demonstrate critical reflection and critical thinking in terms of complex issues and academic rigor expectations.
3. Examine and articulate the program philosophy and the various roles/responsibilities involved in doctoral study.
4. Demonstrate ability to effectively utilize course and program technology tools.

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



Term:	Fall 2024
Course Title:	LEAD 7010 Leadership & Learning: Theory to Practice (Hybrid) – PhD24
CRNs:	47662
Credits:	4 graduate credits
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Times:	Saturdays: September 7 (8:00 am – 1:00 pm ET), October 5 (8:00 am – 1:00 pm ET), November 9 (8:00 am – 1:00 pm ET), December 7* (8:00 am – 1:00 pm ET) <i>*Combined LEAD 7010/7020 class meeting on December 7 from 8:00 am – 1:00 pm ET</i>
Faculty:	Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter Hall #415B – 423-425-5443 – Virtual Office Hours by Appt. Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt.

Course Catalog Description:

Provides an overview of basic concepts and theories of leadership and learning. The primary focus of the course is for participants to use theory to analyze various situations and create and apply solutions grounded in leadership and learning theory. In addition, participants will engage in several self-assessments of their own leadership and learning styles/preferences and will evaluate their potential effectiveness based on identified strengths and weaknesses. After examining origins, definitions, and features of major theoretical models, participants will demonstrate advanced knowledge and application for professional practice.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Demonstrate knowledge and practice of theories and definitions fundamental to the study of the leadership process, leadership theories, leadership traits, and associated behaviors
2. Examine and articulate relevant learning research and compare and contrast the factors that behavioral, cognitive, humanistic, and social cognition theorists believe influence the learning process

3. Investigate and articulate the relationships between learning and leadership, exploring the leadership process, theoretical constructs and concepts, and their relationship to organizational and professional practice
4. Examine and apply the relationship and synonymous nature of learning and leadership in any human engagement or professional practice
5. Describe the implications of learning theories and leadership applications

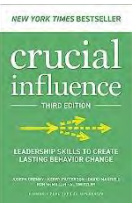
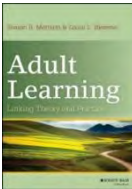
Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD Doctoral Programs. The specific competency areas addressed in this course are the ***Leadership and Learning*** competencies.

As aspiring scholar-practitioners of ***Leadership and Learning***, participants will:

- Differentiate and articulate leadership and learning theoretical constructs and how they interconnect and contribute to organizational performance and process
- Describe and articulate leadership and learning styles as well as be able to demonstrate how they fit into the leadership and learning processes as relate to the cultural and organizational environment of professional practice

Required Course Materials*:

Image	Details
	Northouse, P.G. (2021). <i>Leadership: Theory and practice</i> (9 th ed.). Sage Publications. ISBN: 9781544397566
	Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2023). <i>Crucial influence: Leadership skills to create lasting behavior change</i> (3rd ed.). McGraw-Hill. ISBN: 9781265049652
	Merriam, S.B. & Bierema, L.L. (2014). <i>Adult learning: Linking theory and practice</i> . Jossey-Bass. ISBN: 9781118130575

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	20%
1 Discussion Issue	Meaningful Contributions to the Discussion	100 Points	15%
Conceptual Application Analysis	Written Paper (1500 words minimum)	100 Points	25%
Peer Partnership	Discussion and Paper Review	100 Points	10%
Critical Reflection (<i>Leadership and Learning</i>) (2 submissions)	Written Papers Initial Draft (1000 words minimum) Final Paper (1500 words minimum)	(100 Points each x 2) 200 Points Total	25%
Critical Reflection Presentation	PowerPoint Presentation (8-10 minutes with up to 2 minutes of Q&A)	100 Points	5%
TOTALS		1000 Points	100%

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

** Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issue: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Conceptual Application Analysis (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. Conceptual Application Analyses are used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission. Please see Canvas course space for the specific prompt.

Peer Partnership: The Peer Partnership consists of two components; a peer discussion and a peer document review. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Peer document review will be performed using the peer partnership file function. Sharing documents via the discussion is less efficient and can result in a document not being reviewed. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers. Please refer to the rubric for more detailed expectations for success regarding this deliverable.

Critical Reflection (Leadership and Learning - may be written in first person): The purpose of a Critical Reflection paper is to demonstrate competency and ultimately mastery of a specific

program domain. Each Critical Reflection will serve as a “cover document” for each competency area and the associated artifacts that will be shared. It should weave theoretical understanding and fluency together with knowledge of and reflection on the seminal works (primary literature associated with the specific competency); it should also demonstrate a participant’s specific experiential learning and practical application in each associated competency areas. A Critical Reflection paper typically includes three well-blended elements. ***These elements are woven together throughout the work and do not stand alone as separate sections.*** Learning experiences should be intertwined with relevant theories and concepts, explanations, understanding and analysis of what learning occurred, along with what might have happened if a different plan of action had been followed.

This Critical Reflection will be accomplished in two parts during this course. The Initial Draft submission will highlight your synthesis and integration of material from your professional experiences, as well as the readings and discussions during the course. After receiving feedback from the faculty and peer review partner(s), the revised submission for this deliverable will be an enhanced final submission of the Critical Reflection incorporating improvements based on feedback, further integration of concepts, as well as reflection of these concepts on the participant’s professional practice. ***Additionally, you will upload your Critical Reflection Final Paper to the Digital Portfolio.***

Critical Reflection Presentation (Leadership and Learning): The presentation of the Critical Reflection will provide the participant with an opportunity to demonstrate competency, as well as develop the approach needed to synthesize and summarize the learning achieved in this domain. For this exercise, the participant will support and defend a data-informed position when/if challenged, responding with professionalism and respect. In this brief summary, you will weave theoretical context within your professional practice, which helps you prepare for the Comprehensive Assessment defense prior to beginning dissertation work. Ultimately, the ability to succinctly and cohesively present a demonstration of the learning achieved, which will assist you going forward in the program.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. For assistance with EndNote, please contact Mr. Lane Wilkinson, Director of Library Research and Instruction, at Lane-Wilkinson@utc.edu. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face class meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Zoom Accommodation Request: If there is a possibility of attending all or part of a class meeting synchronously via Zoom video conference, the participant should submit a request to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 48 hours prior to class. Once approved, the Program Office will send the participant a calendar invitation with the Zoom meeting link.

Alternate Deliverable Request: If a participant is unable to attend the class session in person or connect via Zoom video conference synchronously, the participant may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable, preferably a minimum of 48 hours prior to class. If an alternate deliverable is requested, the participant will have the opportunity to demonstrate learning and *to earn a portion (percentage)* of the missed contribution points.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify the Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the Instructor(s), participants are expected to keep their webcams turned on during class meeting(s) if connected virtually. Contribution points are directly related to ongoing engagement during class meeting(s).

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you

have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](mailto:423-425-4438) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program

Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	• Northouse – Ch. 1 • Grenny et al. – Ch. 1 • Merriam & Bierema – Chs. 1-2 • Michaelides & Kardisi - <i>Schumpeter's theory of leadership</i>	<i>Discussion Issue 1 opens 8/21</i>	1, 2, 3, 4, 5
2 – 8/26 – 9/1	• Northouse – Ch. 2 • Grenny et al. – Ch. 2 • Olivares - <i>The formative capacity of momentous events and leadership development</i> • Nienaber – <i>Conceptualisation of management and leadership</i> • Darling & Nurmi - <i>Key contemporary paradigms of management and leadership</i>	<i>Discussion Issue 1 continues with a second guiding question posted on 8/28</i> <i>Peer Partnership opens 8/28</i>	1, 2, 3, 4
3 – 9/2 – 9/8	• Northouse – Ch. 3 • Grenny et al. – Ch. 3 • Merriam & Bierema – Ch. 3 • Riggio & Reichard – <i>The emotional and social intelligences of effective leadership</i> • Gibson - <i>Social learning (cognitive) theory and implications for HR development</i>	<i>Discussion Issue 1 closes 9/3</i>	1, 2, 3, 4, 5
Class Meeting 9/7 Saturday, 8:00 am – 1:00 pm ET, Hunter Hall #405			
4 – 9/9 – 9/15	• Northouse – Chs. 4-5 • Grenny et al. – Ch. 4 • Merriam & Bierema – Ch. 4 • Price - <i>Kant's advice for leaders - “No, you aren't special”</i>		1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
5 – 9/16 – 9/22	• Northouse – Ch. 6 • Grenny et al. – Ch. 5 • House - <i>A path goal theory of leader effectiveness</i> • Ruey – <i>A case study of constructivist instructional strategies for adult learning</i> • Quigley et al. – <i>Challenges to inquiry teaching...</i>		1, 2, 3, 4
6 – 9/23 – 9/29	• Northouse – Ch. 7 • Grenny et al. – Ch. 6 • Flores et al. – <i>Deficient critical thinking skills among college graduates</i>	<i>Conceptual Application Analysis due 9/25</i>	1, 2, 3, 4
7 – 9/30 – 10/6	• Northouse – Ch. 8 • Grenny et al. – Ch. 7 • Merriam & Bierema – Ch. 5 • Warrick – <i>The urgent need for skilled transformational leaders</i> • Chaulk – <i>More is less or less is more: Impact of cognitive load ...</i>		1, 2, 3, 4, 5
Class Meeting 10/5 Saturday, 8:00 am – 1:00 pm ET, Hunter Hall #405			
8 – 10/7 – 10/13	• Northouse – Ch. 9 • Merriam & Bierema – Ch. 6 • Grenny et al. – Ch. 8 • Barbour – <i>Burns, James M – SAGE</i> • Banks et al. - <i>A meta-analytic review of authentic and transformational leadership</i> • Jordi – <i>Reframing the concept of reflection....</i>		1, 2, 3, 4, 5

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
9 – 10/14 – 10/20	• Northouse – Ch. 10 • Merriam & Bierema – Ch. 7 • Searle & Barbuto - <i>Servant leadership, hope, and organizational virtuousness</i>	<i>Critical Reflection (Leadership & Learning) Initial Draft submitted to Peer Partnership by 10/20</i>	1, 2, 3, 4, 5
10 – 10/21 – 10/27	• Northouse – Ch. 11 • Grenny et al. – Ch. 9 • Merriam & Bierema – Ch. 8 • Kolb & Kolb – <i>Learning styles and learning spaces</i> • Babnik et al. – <i>The mission statement: Organisational culture perspective</i>	<i>Critical Reflection Initial Draft feedback provided to Peer Partnership by 10/27</i>	1, 2, 3, 4, 5
11 – 10/28 – 11/3	• Northouse – Ch. 12 • Merriam & Bierema - Ch. 9 • Nicolaides & McCallum - <i>Inquiry in action for leadership in turbulent times</i> • Domagk – <i>Do pedagogical agents facilitate learner motivation and learning outcomes</i>	<i>Critical Reflection Initial Draft due 10/30</i>	1, 2, 3, 4, 5
12 – 11/4 – 11/10	• Northouse – Ch. 13 • Merriam & Bierema – Ch. 10 • Thoms - <i>Ethical integrity in leadership and organizational moral culture</i> • Moore et al. – <i>Visions and missions: Are they useful? A quick assessment</i> • Altiok – <i>Applicable vision, mission and the effects of strategic management on crisis resolve</i>		1, 2, 3, 4, 5
Class Meeting 11/9 Saturday, 8:00 am – 1:00 pm ET, Hunter Hall #405			

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
13 – 11/11 – 11/17	• Northouse – Ch. 14 • Merriam & Bierema – Ch. 11 • Raelin - <i>Does action learning promote collaborative leadership</i> • Schyns et al. - <i>Teaching implicit leadership theories</i> • Mayer et al. - <i>Who displays ethical leadership, and why does it matter?</i>		1, 2, 3, 4
14 – 11/18 – 11/24	• Northouse – Ch. 15 • Merriam & Bierema – Ch. 12	<i>Critical Reflection (Leadership & Learning) Final Paper due 11/24</i>	1, 2, 3, 4, 5
15 – 11/25 – 12/1	• Northouse – Ch. 16		1, 2, 3, 4
16+ 12/2 – 12/10	• Densten & Gray – <i>Leadership development and reflection</i> • Bluedorn & Jaussi – <i>Leaders, followers, and time</i>	<i>Critical Reflection Presentation due 12/6, presented during class on 12/7</i>	1, 2, 3, 4, 5
Class Meeting 12/7 Saturday, 8:00 am – 1:00 pm ET, Hunter Hall #405 (combined LEAD 7010/7020 class meeting)			

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Demonstrate knowledge and practice of theories and definitions fundamental to the study of the leadership process, leadership theories, leadership traits, and associated behaviors
2. Examine and articulate relevant learning research and compare and contrast the factors that behavioral, cognitive, humanistic, and social cognition theorists believe influence the learning process
3. Investigate and articulate the relationships between learning and leadership, exploring the leadership process, theoretical constructs and concepts, and their relationship to organizational and professional practice

4. Examine and apply the relationship and synonymous nature of learning and leadership in any human engagement or professional practice
5. Describe the implications of learning theories and leadership applications

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



Term:	Fall 2024
Course Title:	LEAD 7020 Research & Inquiry (Hybrid) – PhD24
CRN:	46581
Credits:	2 graduate credit hours
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Times:	Saturdays: September 7 (2:00 – 5:00 pm ET), October 5 (2:00 – 5:00 pm ET), November 9 (2:00 – 5:00 pm ET), December 7* (8:00 am – 1:00 pm ET) <i>*Combined LEAD 7010/7020 class meeting on December 7 from 8:00 am – 1:00 pm ET</i>
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. Ashleigh Pipes, (Ashleigh-Pipes@utc.edu) Hunter Hall #413C – 423-425-5913 – Virtual Office Hours by Appt.

Course Catalog Description:

Provides an overview into methodologies and practices both quantitative and qualitative in nature. Applies techniques and processes used in addressing a significant issue for a group with which the participant is affiliated. Emphasis is on self-understanding in the context of research and the appropriate use of various research methodologies. Participants conceptualize their own research design as well as become more knowledgeable consumers of extant literature.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Distinguish and apply literature from seminal and current works, as well as primary and secondary sources
2. Analyze and critique the purpose, literature review, design, and research questions in research
3. Compare and contrast research designs in relation to their philosophical & scientific underpinnings
4. Develop and defend a research agenda with professional practice implications

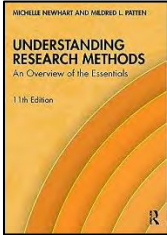
Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD Doctoral Program. The specific competency areas addressed in this course is the ***Research and Measurement*** competency.

As inquiring scholars of ***Research and Measurement***, participants will:

- Inquire and apply specific methodology and data to investigate and examine meaningful research questions related to organizational leadership, learning, and decision-making
- Demonstrate a thorough understanding of individual and group performance measurement, to include cultural-legal-ethical-technical criticisms of measurement and research practices
- Discriminate between and apply the existing and evolving alternatives in research and measurement and be able to align and conduct appropriate methodology to demonstrate required outcomes

Required Course Materials*:

Image	Details
	Newhart, M. & Patten, M.L. (2023). <i>Understanding research methods: An overview of the essentials</i> (11th ed.). Routledge Taylor & Francis. ISBN: 9780367551186
	Trochim, W.M. (2020). <i>Research methods knowledge base</i>. Conjoint.ly Research Methods. Link: Research Methods Knowledge Base

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	25%
1 Discussion Issue	Meaningful Contributions to the Discussion	100 Points	20%
Research Project Overview (RPO)	Written paper including RPO Problem Statement and Research Questions – min 750 words RPO Literature review – min 1500 words and 20 current peer-reviewed journal articles)	(100 Points each x 2) 200 Points Total	35%
Research Project Overview (RPO) Presentation (Recorded)	Presentation of a potential research project (as if to a funding agency/approval board) (8-10 minutes, submitted virtually using Canvas Studio)	100 Points	15%
Peer Evaluation	Peer Evaluation of Presentations	100 Points	5%
TOTALS		900 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work that exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	“C” represents an evaluation of work that needs improvement relative to standards of competency but lacks some areas of thorough understanding of the subject matter.
F	74% and lower	“F” represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issue: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least 2 different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Research Project Overview/RPO (should be written in third person): This paper is submitted in 2 different segments: RPO Problem Statement and Research Questions and RPO Literature Review. Each version includes all of the prior work, plus revisions and additional components. Use the requirements defined in the course space to write a proposal for a problem identified in your related area. The literature review should include at least 20 current peer-reviewed journal articles. You should get your topic approved by the instructor(s) before making significant progress on the development of your papers.

Research Project Overview Presentation: Using the Research Proposal Overview, develop and present your problem/project in video format (using the Canvas Studio resources). Your presentation should be made as if your audience is a funding agency/approval board making the decision to allow you to go forward with your project.

Presentation Peer Evaluations: Following the Research Project Overview Presentations submission, the instructors will make each participant's presentation available for review by fellow participants. All participants will evaluate each presentation offering valuable feedback and insight into strengths, areas of improvement, and potential impact of the presentation. The feedback will be shared with the presenter along with faculty feedback.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. For assistance with EndNote, please contact Mr. Lane Wilkinson, Director of Library Research and Instruction, at Lane-Wilkinson@utc.edu. Leave yourself time to reread and revise written work before the due date.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face class meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Zoom Accommodation Request: If there is a possibility of attending all or part of a class meeting synchronously via Zoom video conference, the participant should submit a request to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 48 hours prior to class. Once approved, the Program Office will send the participant a calendar invitation with the Zoom meeting link.

Alternate Deliverable Request: If a participant is unable to attend the class session in person or connect via Zoom video conference synchronously, the participant may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable, preferably a minimum of 48 hours prior to class. If an alternate deliverable is requested, the participant will have the opportunity to demonstrate learning and *to earn a portion (percentage)* of the missed contribution points.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify the Instructor(s) of late submissions as soon as possible.

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UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any

violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

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Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	Newhart & Patten - Part 1, items 1-8		2
2 – 8/26 – 9/1	Newhart & Patten - Part 3, items 1-7	<i>Discussion Issue opens 8/28</i>	1, 2, 3
3 – 9/2 – 9/8	- Trochim - Design - Ellis & Levy – <i>Framework of problem-based research</i>	<i>Discussion Issue continues with a second guiding question posted on 9/4</i>	1, 2, 3
Class Meeting 9/7 Saturday, 2:00 – 5:00 pm ET, Hunter Hall #405			
4 – 9/9 – 9/15	- Newhart & Patten - Part 3, item 9 - Part 4, items 1-3	<i>Discussion Issue 1 closes 9/10</i>	1, 2, 3
5 – 9/16 – 9/22	Newhart & Patten - Part 5, items 1-5, 7		1, 2, 3
6 – 9/23 – 9/29	Newhart & Patten - Part 6, items 1-3, 5-7, 10		1, 2, 3
7 – 9/30 – 10/6	Newhart & Patten - Part 8, items 1-7	<i>RPO Problem Statement and Research Questions due 10/2</i>	1, 2, 3, 4
Class Meeting 10/5 Saturday, 2:00 – 5:00 pm ET, Hunter Hall #405			
8 – 10/7 – 10/13	Newhart & Patten - Part 8, items 8-14		1, 2, 3
9 – 10/14 – 10/20	Stahl & King– <i>Understanding and using trustworthiness in qualitative research</i>		1, 2, 3
10 – 10/21 – 10/27	- Newhart & Patten - Part 2, items 1-10 - Denney & Tewksbury– <i>How to write a literature review</i>		1, 2, 3, 4
11 – 10/28 – 11/3	- Knopf – <i>Doing a literature review</i> - Badenhorst – <i>Graduate student writing: Complexity in literature reviews</i>		1, 2, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
12 – 11/4 – 11/10	Randolph – <i>A guide to writing the dissertation literature review</i>		1, 2, 3, 4
Class Meeting 11/9 Saturday, 2:00 – 5:00 pm ET, Hunter Hall #405			
13 – 11/11 – 11/17	- Anderson – How to give a killer presentation (video) - Kawasaki – How to make a good presentation great (video)	<i>RPO Literature Review due 11/13</i>	1, 2, 4
14 – 11/18 – 11/24	Trochim – Writeup	<i>RPO Presentation due 11/24</i>	1, 2, 4
15 – 11/25 – 12/1	Trochim – Evaluation Research		1, 2, 4
16+ – 12/2 – 12/10		<i>Peer Evaluation of Presentations due 12/10</i>	2
Class Meeting 12/7 Saturday, 8:00 am – 1:00 pm, Hunter Hall #405 (combined LEAD 7010/7020 class meeting)			

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Distinguish and apply literature from seminal and current works, as well as primary and secondary sources
2. Analyze and critique the purpose, literature review, design, and research questions in research
3. Compare and contrast research designs in relation to their philosophical & scientific underpinnings
4. Develop and defend a research agenda with professional practice implications

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



Term:	Spring 2024
Course Title:	LEAD 7030 Leadership Decision-Making (Hybrid) – PhD23
CRN:	26274
Credits:	3 graduate credits
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Time:	Saturdays: January 27, February 17, March 9, April 6 8:00 am – 12:00 pm ET
Faculty:	Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter Hall #415B – 423-425-5443 – Virtual Office Hours by Appt.

Course Catalog Description:

This course will introduce decision-making perspectives and processes related to theory and practice. Participants will read, discuss, and apply original literature. Areas of study will include organizational strategy, leadership and learning practice, organizational culture, and influence factors of decision-making. Primary activities will include detailed and specific investigation of the decision-making process from the participant's professional practice/experience.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Examine decision-making from a strategic leadership perspective
2. Analyze how the leadership process impacts/informs decisions made in professional practice
3. Investigate and explain the relationship of both leadership and learning in decision-making

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD Doctoral Programs. The specific competency areas addressed in this course is the ***Decision-Making*** competency.

As aspiring scholar-practitioners of ***Decision-Making***, participants will:

- Assess and apply various cognitive and ethical constructs as they relate to decision-making concepts, practices, perspectives, and models
- Identify and articulate appropriate types of data-informed analyses (quantitative, qualitative, and mixed methods), apply, and critically evaluate all data generated as they relate to the decision-making process.
- Develop and demonstrate organizational strategies used in decision-making from cognitive, ethical, and data-informed perspectives

Required Course Materials:

Reading Image	Reading Details
	Select articles, directed readings, and resources will be made available during the course on the UTC Learn course site as assigned.
	**Northouse, P.G. (2022). <i>Leadership: Theory and practice</i> (9th ed.). Sage Publications. ISBN: 9781544397566

** Book required for a previous course.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	25%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	25%
Conceptual Application Analysis I (2 submissions)	Written Papers Initial Submission – CAA I 1.0 (1000 words minimum) Revised Submission - CAA I 2.0 (1500 words minimum)	(100 Points each x 2) 200 Points Total	20%
Conceptual Application Analysis II (2 submissions)	Written Papers Initial Submission – CAA II 1.0 (1000 words minimum) Revised Submission - CAA II 2.0 (1500 words minimum)	(100 Points each x 2) 200 Points Total	30%
	TOTALS	1100 Points	100%

****Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.**

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
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F	74% and lower	F represents unsatisfactory work.

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Conceptual Application Analyses (I & II – May be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Conceptual Application Analysis is used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission.

These deliverables will be completed in two parts. The initial submission (1.0) for each CAA will consist of a draft based on your professional practice as well as your readings in the course. The revision (2.0) for each deliverable will be a refinement and extension (increased depth) that will include any additional learning and information discovered as a result of your discussions and readings, along with incorporation of feedback from the faculty. Please see Canvas course space for specific prompt.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

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Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	- Beshears & Gino – <i>Leaders as decision architects</i> - Koch et al. - <i>A meta-analysis of gender stereotypes and bias...</i>		1
2 – 1/15 – 1/21	Smith et al. – “Both/and” leadership	Discussion Issue 1 opens January 17	1, 2 ,3
3 – 1/22 – 1/28	Ejimabo – <i>The influence of decision making in organizational leadership and management activities</i>	Discussion Issue 1 continues with a second guiding question posted on January 24	1, 2 ,3
Class Meeting 1/27 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
4 – 1/29 – 2/4	Luscher – <i>Managing leadership paradoxes</i>	Discussion Issue 1 closes January 30 CAA I (1.0) due February 4	1, 2 ,3
5 – 2/5 – 2/11	- Northouse – Chs. 9-11 - Video: Sinek (34:47) - <i>Most leaders don't even know the game they're in</i>		1
6 – 2/12 – 2/18	Ballesteros & Kunreuther – <i>Organizational decision making under uncertainty shocks</i>		1
Class Meeting 2/17 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
7 – 2/19 – 2/25	Seong & Hong – <i>Age diversity, group organisational citizenship behavior, and group performance...decision-making</i>	Discussion Issue 2 opens February 21	1, 2 ,3
8 – 2/26 – 3/3	Lindquist & Marcy – <i>The competing values framework: Implications for strategic leadership...</i>	Discussion Issue 2 continues with a second guiding question posted on February 28	1, 2 ,3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
9 – 3/4 - 3/10	- Career Cliff – <i>Effective Decision Making</i> - MindTools.com – <i>How to Make Decisions</i> - UMASS – <i>7 Step Decision Making Process</i>	Discussion Issue 2 closes March 5 CAA I (2.0) due March 6	1, 2, 3
Class Meeting 3/9 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
10 – 3/11 – 3/17	<i>Spring Break</i>		
11 – 3/18 – 3/24	DeChurch et al. – <i>Leadership across levels: Levels of leaders and their levels of impact</i>		1
12 – 3/25 – 3/31	Lincoln – <i>From the individual to the world: How the competing values framework ...</i>	CAA II (1.0) due March 27	1, 2, 3
13 – 4/1 – 4/7	Jabeen & Isakovic – <i>Examining the impact of organizational culture on trust and career satisfaction ...</i>		1
Class Meeting 4/6 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
14 – 4/8 – 4/14	Boal & Hooijberg – <i>Strategic leadership research moving on</i>	Discussion Issue 3 opens April 10	1, 2, 3
15 – 4/15 – 4/21	Parry et al. – <i>Rise of the machines: A critical consideration of automated leadership decision making ...</i>	Discussion Issue 3 continues with a second guiding question posted on April 17	1, 2, 3
16+ – 4/22 – 4/30	Articles as assigned	Discussion Issue 3 closes April 23 CAA II (2.0) due April 24	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Examine decision-making from a strategic leadership perspective
2. Analyze how the leadership process impacts/informs decisions made in professional practice
3. Investigate and explain the relationship of both leadership and learning in decision-making

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



Term:	Fall 2024
Course Title:	LEAD 7050 Leadership: Learning and Professional Practice - EdD24
CRN:	44774
Credits:	3 graduate credit hours
Location/Date:	Internet
Faculty:	Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt. Dr. Mike Breakey, (Mike-Breakey@utc.edu) Hunter Hall #415C – 423-425-4429 – Virtual Office Hours by Appt.

Course Catalog Description:

This course focuses on leadership and learning theories and their connections to professional practice. Course activities provide an overview of contemporary and traditional views of human learning and cognition as well as leadership process and practice. After examining definitions and features of theoretical models, participants will demonstrate application to their professional practice.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Examine and apply a variety of learning and leadership concepts and theories to specific professional practice
2. Describe the implications of learning theories and leadership applications to instruction/learning
3. Analyze and integrate the various theories within the practical frameworks of their intended practice

Relationship to Program Competencies (Comprehensive Assessment):

As aspiring scholar-practitioners of *Learning and Leadership*, participants will:

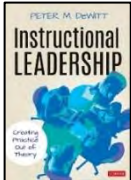
- Assess established interpretations, and explore implications of theories, ideas, conditions, and/or practice, including construction of alternative interpretations, applications, and/or theoretical frameworks

- Discriminate, evaluate, and synthesize how learning and leadership contribute to the organizational and instructional processes
- Describe and articulate leadership and learning styles as well as be able to demonstrate how they fit into the leadership and learning processes as relate to the cultural and organizational environment of professional practice

As aspiring scholar-practitioners of *Professional/Instructional Practice*, participants will:

- Demonstrate the use of curriculum mapping and analysis in evaluating the efficacy of an educational program
- Analyze, critique, and develop instructional and learning models from both theoretical and practice perspectives, including application of different modalities.

Required Course Materials*:

Image	Details
	DeWitt, P. M. (2020). <i>Instructional leadership: Creating practice out of theory</i> . Corwin. ISBN: 9781544381411

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
Conceptual Application Analysis	Written Paper (minimum 1500 words)	100 points	20%
Learning Model Application Papers	Written Papers Learning Area Need and Background (minimum 750 words) Learning Model Application (minimum 2000 words)	(100 points x 2) 200 points total	35%
Peer Partnership	Peer Discussion, Peer Document Review, and Peer Evaluation of Presentations	100 points	10%

Activity	Deliverable	Points	Weighting of Course Grade**
Learning Model Application Presentation	Digital (Recorded) Presentation (7-10 minutes using Canvas Studio)	100 points	10%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 points x 2) 200 points total	25%
TOTALS		700 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Conceptual Application Analysis (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Conceptual Application Analysis is used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission. Please see Canvas course space for the specific prompt.

Learning Model Application Papers (may be written in first person): Assigned articles and directed readings will lead you to develop a specific learning model application for your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your data-

informed opinion and viewpoints. These deliverables must have your name and the page number in the header of each page of the submission.

This deliverable will be completed in two parts. The initial submission (Learning Area Need and Background) will consist of a draft based on your professional practice as well as your readings in the course. You should identify a learning (instructional) area within your professional practice where a new/revised learning process is needed. Your initial paper should include an introduction, background section, and brief explanation of the need for revision or establishment of an official learning model for application.

The second paper for this deliverable (Learning Model Application) will be a refinement and extension that will include examination and description of a specific learning model that can be applied to the learning need. Additional learning and information discovered as a result of your discussions and readings, along with incorporation of feedback from the faculty should be incorporated.

Learning Model Application Presentation (Digital/Recorded): You will prepare and submit a presentation of your learning model using Canvas Studio. See deliverable specifics for details.

Discussion Issues: After reading the instructor's post/issue/questions in the discussion, please post your initial response as a reply to the instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Peer Partnership: The Peer Partnership consists of three components; a peer discussion, a peer document review, and a peer evaluation of presentations. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the

instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online

classes. I pledge that my work will be done independently, unless directed otherwise by my instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry

and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations, and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	- DeWitt – Introduction & Ch. 1 - Kolb & Kolb - <i>Learning styles and learning spaces</i>		1
2 – 8/26 – 9/1	- Brieger et al. – <i>Connecting theory and practice...</i> - RSA Animate – Drive: The surprising truth about what motivates us (10:47)		1
3 – 9/2 – 9/8	Price - <i>Kant's advice for leaders: “No, you aren't special”</i>	Discussion Issue 1 opens 9/4	1, 2, 3
4 – 9/9 – 9/15	DeWitt – Ch. 2	Discussion Issue 1 continues with a second guiding question on 9/11	1, 2, 3
5 – 9/16 – 9/22	Rost - <i>Leadership development in the new millennium</i>	Discussion Issue 1 closes 9/17	1, 2, 3
6 – 9/23 – 9/29	- DeWitt – Ch. 3 - RSA Animate – Changing education paradigms (11:40)	Conceptual Application Analysis due 9/29	1, 2, 3
7 – 9/30 – 10/6	Carswell – <i>Developing leadership capacity of teachers...</i>		1
8 – 10/7 – 10/13	DeWitt – Ch. 4	Learning Area Need and Background paper due to Peer Partnership 10/13	1
9 – 10/14 – 10/20	Tan et al. – <i>Students' perception of teachers...</i>		1, 2, 3
10 – 10/21 – 10/27	DeWitt – Ch. 5	Learning Area Need and Background paper due 10/27	1
11 – 10/28 – 11/3	Ruey - <i>A case study of constructivist instructional strategies for adult online learning</i>		1, 2, 3
12 – 11/4 – 11/10	- Salisbury & Irby – <i>Levering active learning...</i> - Kolb – Educator role profile	Discussion Issue 2 opens 11/6	1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
13 – 11/11 – 11/17	- DeWitt – Ch. 6 - Brown – Daring classrooms (33:33)	<i>Discussion Issue 2 continues with a second guiding question posted on 11/13</i> <i>Learning Model Application paper due 11/17</i>	1, 2, 3
14 – 11/18 – 11/24	Raelin - <i>Does action learning promote collaborative leadership</i>	<i>Discussion Issue 2 closes 11/19</i> <i>Learning Model Application Presentation (Digital/Recorded) due 11/24</i>	1, 2, 3
15 – 11/25 – 12/1	- DeWitt – Ch. 7 - Shaker – <i>Instructional leadership in higher education...</i>		1, 2, 3
16+ 12/2 – 12/10		<i>Peer Evaluation of Presentations due 12/8</i>	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Examine and apply a variety of learning and leadership concepts and theories to specific professional practice
2. Describe the implications of learning theories and leadership applications to instruction/learning
3. Analyze and integrate the various theories within the practical frameworks of their intended practice

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



Term:	Fall 2024
Course Title:	LEAD 7060 Inquiry and Evaluation
CRN:	44775
Credits:	2 graduate credit hours
Location/Date:	Internet
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #412B – 423-425-4480 – Virtual Office Hours by Appt. Dr. Ashleigh Pipes, (Ashleigh-Pipes@utc.edu) Hunter Hall #413C – 423-425-5913– Virtual Office Hours by Appt.

Course Catalog Description:

This course provides an introduction to inquiry as an initial step in the evaluation process. The topics covered in this course will encourage participants to engage in the process of critical inquiry as scholar-practitioners. Participants conceptualize their own critical perspective of an identified evaluation problem as they become more knowledgeable consumers of extant literature.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Distinguish and apply literature from seminal and current academic and data-informed professional practice, as well as primary and secondary sources to inform that practice.
2. Analyze and critique the purpose, literature review, design, and research questions in evaluation and professional practice.
3. Analyze methods of inquiry in different contexts
4. Develop and present an investigative evaluation agenda with implications and applicability to data-informed decision-making, including development of measurable evaluation questions.

Relationship to Program Competencies (Comprehensive Assessment):

As aspiring scholar-practitioners of *Measurement and Inquiry*, participants will:

- Demonstrate a thorough understanding of measurement, assessment, and evaluation to include cultural-legal-ethical-technical criticisms of data analysis and decision-making practices
- Demonstrate the ability to engage with peers and interact with faculty regarding inquiry and the role of the researcher within their respective professional practice
- Evaluate and integrate the role of innovation adoption in professional/instructional settings

Required Course Materials*:

Image	Details
	Podems, D.R. (2018). <i>Being an evaluator: Your practical guide to evaluation</i> . Guilford Press. ISBN: 9781462537808

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	30%
Inquiry Project Overview (IPO)	Written papers including Problem statement & Research Question (minimum 500 words) and Literature Review (minimum of 1000 words and 20 current peer-reviewed journal articles)	(100 Points each x 2) 200 Points Total	45%
Inquiry Project Overview (IPO) Presentation	Presentation of a potential project – 10-12 minutes via Canvas Studio recording	100 Points Total	15%

Peer Evaluation of Presentations	Review of your peer's Canvas Studio Presentations including feedback to the presenter	100 Points Total	10%
TOTALS		600 Points	100%

****Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.**

Final Grade	Percentages	Definitions
A	92% +	"A" represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	"B" represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	"C" represents an evaluation of work that needs improvement relative to standards of competency but lacks some areas of thorough understanding of the subject matter.
F	74% and lower	"F" represents unsatisfactory work.

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Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Inquiry Project Overview (IPO, written in 3rd person): Use the requirements defined in the course space to write an overview for an identified problem related to your professional practice. There are three specific deliverables related to the IPO over the

semester (IPO papers and the Presentation) and each deliverable builds upon the previous version.

IPO Problem Statement & Research Questions introduces the reader to the topic, including an introduction, background, and a statement for the potential need for inquiry. This document also develops your topic into questions for inquiry. Based on your topic, consider questions you might ask that are relevant and timely in the scope of addressing this identified problem related to your professional practice.

IPO Literature Review utilizes and addresses feedback and corrections from previous draft provided by the course instructors and reinforces overall rationale/need for the suggested inquiry overview wrapping up any elements not yet addressed in previous versions. The Literature Review provides a synthesis of pertinent literature on the topic of interest leading the reader to evidence supporting a need. While the literature review can include contrasting views on a topic, participants should lead the reader to evidence, inferring the need for further inquiry on the specific topic of interest. The literature review should include at least 20 references.

All versions of the IPO should be submitted as polished, carefully proofread products for the deliverable. As with all deliverables, carefully review the rubric before submission.

If you have any questions about your topic, please ask the instructor(s) via *Ask the Instructors* or Canvas Inbox before making significant progress on the development of your paper.

Inquiry Project Overview (IPO) Presentation: Presentations will be recorded via CanvasStudio and will provide a summary of the IPO.

Presentation Peer Evaluations: Following the Inquiry Project Overview Presentations submission, the instructors will make each participant's presentation available for review by fellow participants. All participants will evaluate each presentation offering valuable feedback and insight into strengths, areas of improvement, and potential impact of the presentation. The feedback will be shared with the presenter along with faculty feedback.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

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Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

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As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any

dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

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Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and

time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	- Podems – Ch. 2 - Allard & Gallant – <i>Is this a meaningful learning experience? Interactive critical self inquiry as investigation</i>	<i>Discussion Issue 1 opens 8/21</i>	1, 3
2 – 8/26 – 9/1	Podems – Ch. 11	<i>Discussion Issue 1 continues with a second guiding question posted on 8/28</i>	1, 3
3 – 9/2 – 9/8	Podems – Ch. 3	<i>Discussion Issue 1 closes 9/3</i>	1, 2, 3
4 – 9/9 – 9/15	- Podems – Ch. 4 - Denzin & Lincoln – <i>Co-operative inquiry, participatory action research & action inquiry</i>		1, 2, 3
5 – 9/16 – 9/22	- Podems – Ch. 5 - Goran – <i>Practical inquiry as action research and beyond</i>	<i>Inquiry Project Overview Problem Statement & Research Questions due 9/22</i>	1, 2, 3, 4
6 – 9/23 – 9/29	- Podems – Ch. 6 - Pozzebon – <i>From aseptic distance to passionate engagement: Reflections about the place and value of participatory inquiry</i>		1, 2, 3
7 – 9/30 – 10/6	Podems – Ch. 8		1, 2, 3
8 – 10/7 – 10/13	- Podems – Ch. 9 - Kelly – <i>Gender and inquiry: An investigation into identifying the role of inquiry in higher-order thinking</i>		1, 3
9 – 10/14 – 10/20	Podems – Ch. 12	<i>Discussion Issue 2 opens 10/16</i>	1, 3
10 – 10/21 – 10/27	Podems – Ch. 13	<i>Discussion Issue 2 continues with a second guiding question posted on 10/23</i>	1, 2, 3
11 – 10/28 – 11/3	- Podems – Ch. 14 - Shani & Coghlan – <i>Action research in business and management: A reflective review</i>	<i>Discussion Issue 2 closes 10/29</i>	1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
12 – 11/4 – 11/10	- Podems – Ch. 15 - Townsend – <i>Principled challenges for a participatory discipline</i>		1, 3
13 – 11/11 – 11/17	Podems – Ch. 16		1, 3
14 – 11/18 – 11/24	Woodman – <i>Organizational change and development</i>	<i>Inquiry Project Overview Literature Review due 11/24</i>	1, 2, 3, 4
15 – 11/25 – 12/1	Podems – Ch. 17		1, 3
16+ – 12/2 – 12/10		<i>IPO Recorded Presentation submitted via Canvas Studio by 12/4</i> <i>Peer Evaluation of IPO Presentation due 12/10</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Distinguish and apply literature from seminal and current academic and data-informed professional practice, as well as primary and secondary sources to inform that practice.
2. Analyze and critique the purpose, literature review, design, and research questions in evaluation and professional practice.
3. Analyze methods of inquiry in different contexts
4. Develop and present an investigative evaluation agenda with implications and applicability to data-informed decision-making, including development of measurable evaluation questions.

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



Term:	Fall 2024
Course Title:	LEAD 7070 Effective Professional Presentations – EdD24
CRN:	44776
Credits:	1 graduate credit hour
Location/Date:	Internet
Faculty:	Dr. Kali M. Worley, (Kali-Worley@utc.edu) Virtual Office Hours by Appt.

Course Catalog Description:

This course focuses on the preparation, development, and delivery of effective professional presentations. Course activities include analysis of the audience to receive a presentation, development and design of appropriate effective presentations applying current design techniques, and delivery of presentations.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Demonstrate and apply knowledge and comprehension of current techniques for presenting effective professional presentations
2. Design and develop effective presentations using appropriate techniques with PowerPoint application
3. Deliver a clear, concise, and effective professional presentation using PowerPoint

Relationship to Program Competencies (Comprehensive Assessment):

As aspiring scholar-practitioners of *Learning and Leadership*, participants will:

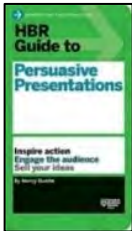
- Assess established interpretations, and explore implications of theories, ideas, conditions, and/or practice, including construction of alternative interpretations, applications, and/or theoretical frameworks
- Discriminate, evaluate, and synthesize how learning and leadership contribute to the organizational and instructional processes

- Describe and articulate leadership and learning styles as well as be able to demonstrate how they fit into the leadership and learning processes as relate to the cultural and organizational environment of professional practice

As aspiring scholar-practitioners of *Communication*, participants will:

- Construct and implement appropriate communication including the use of current technology and curriculum models
- Demonstrate communication and presentation skills that incorporate best practices in professional/instructional settings
- Assess and apply various cognitive and ethical constructs as they relate to the decision-making and the communication processes

Required Course Materials*:

Image	Details
	Duarte, N. (2012). <i>HBR guide to persuasive presentations</i> . Harvard Business Review Press. ISBN: 9781422187104

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
3 Quizzes	Online Quiz	(100 Points each x 3) 300 Points Total	30%
2 Presentation Outlines	PowerPoint slides for two different topics	(100 Points each x 2) 200 Points Total	25%
Peer Partnership	Discussion and Document Review	100 Points	15%
2 Recorded Presentations	Recorded PowerPoint Presentations (approximately 7 minutes each, submitted via Canvas Studio)	(100 Points each x 2) 200 Points Total	30%
TOTALS		800 Points	100%

****Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.**

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	“C” represents an evaluation of work that needs improvement relative to standards of competency but lacks some areas of thorough understanding of the subject matter.
F	74% and lower	“F” represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Quizzes: Online quizzes will be used throughout the course to assess level of comprehension of content from the course materials. The quizzes will be a combination of multiple choice, true/false, matching, and/or short answer questions. Quizzes will open on a Saturday at 8:00 am ET and will close on the following day (Sunday) at 11:59 pm ET. Participants will have two attempts to complete the timed quizzes.

Presentation Outlines: Participants will produce two (2) outlines for recorded presentations to be delivered as a part of this class. The topics for the two presentations are of the participant’s choosing, however we recommend they relate to professional practice. The presentation outlines will incorporate learning from the course materials and peer feedback. The outlines will be in the form of developed PowerPoint slides to convey the content of the presentation for a specified amount of time.

Presentation Recordings: Participants will submit two (2) recorded presentations based on the final versions of the PowerPoint outlines. Participants will be expected to demonstrate effective use of basic principles of a proper presentation design (for example, clear voiceover audio, appropriate font size, limited and pertinent information on each slide, speaking from but not reading slide to the group, etc.). The presentations are to be developed using the Canvas Studio resource in UTC Learn (Canvas) and should include PowerPoint and webcam video.

Peer Partnership (Presentation Outlines): The Peer Partnership consists of two components; a peer discussion and a peer document review. Peer partners will work together throughout the course to discuss components and provide draft feedback on deliverables to be submitted. Peer document review will be performed using the peer partnership file function. Sharing documents via the discussion is less efficient and can result in a document not being reviewed. Please use

the comment feature in PowerPoint to provide feedback to your peer partner(s); please do not make direct changes to your partner's PowerPoint slides. Please refer to the rubric for more detailed expectations for success regarding this deliverable.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more

information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

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Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	- Duarte – Introduction, Section 1: Audience Good Presentation VS Bad Presentation: (5:13) - Balistreri – <i>Giving an effective presentation</i>		1, 2
2 – 8/26 – 9/1	- Duarte – Section 2: Message (pp. 27-46) - Becker & Keller-McNulty – <i>Presentation myths</i>		1, 2
3 – 9/2 – 9/8	- Duarte – Section 2: Message (pp. 47-61) - Lyon – Public Speaking for Beginners: (5:51)	<i>Quiz #1 opens 9/7 at 8:00 am ET and due 9/8 by 11:59 pm ET</i>	1, 2
4 – 9/9 – 9/15	- Duarte – Section 3: Story (pp. 62-90) Presentation Skills: 7 Presentation Structures Used by the Best TED Talks: (11:22)	<i>Quiz #2 opens 9/14 at 8:00 am ET and due 9/15 by 11:59 pm ET</i>	1, 2
5 – 9/16 – 9/22	- Duarte – Section 4: Media (91-109) - Salem – <i>TED talks for improving oral presentation skills</i>	<i>Peer Partnership opens 9/18</i>	1, 2
6 – 9/23 – 9/29	- Duarte – Section 5: Slides (pp. 110-130) - Doumont – <i>Creating effective presentation slides</i>	<i>Quiz #3 opens 9/28 at 8:00 am ET and due 9/29 by 11:59 pm ET</i>	1, 2

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
7 – 9/30 – 10/6	• Duarte – Section 5: Slides (pp. 131-153) • Kosslyn et al. – <i>PowerPoint presentation flaws and failures: a psychological analysis</i> • Sagel & Ramsey – <i>Effective audiovisual presentation</i>	<i>Video Presentation Outline #1 submitted to Peer Partnership by 10/6</i>	1, 2
8 – 10/7 – 10/13	• Duarte – Section 6: Delivery (pp. 155-180) • Pugsley – <i>How to design an effective PowerPoint presentation</i>	<i>Video Presentation Outline #1 submitted to Canvas Course Site by 10/9</i>	1, 2
9 – 10/14 – 10/20	• Duarte – Section 6: Delivery (pp. 181-204) • Tailab & Marsh – <i>Use of self-assessment of video recording</i>		1, 2, 3
10 – 10/21 – 10/27	• Duarte – Section 7: Impact (pp. 205-221) • Boetje & van Ginkel – <i>Benefit of extra practice in virtual reality presentation skills</i>	<i>Video Presentation Outline #2 submitted to Peer Partnership by 10/27</i>	1, 2
11 – 10/28 – 11/3	• Make Body Language Your Superpower: (13:18)	<i>Video Presentation #1 submitted to Canvas Course Site by 10/30</i>	1, 2
12 – 11/4 – 11/10	• Lyon – Public Speaking Anxiety Tips: (6:08)	<i>Video Presentation Outline #2 submitted to Canvas Course Site by 11/10</i>	1, 2, 3
13 – 11/11 – 11/17	• Lyon – How to Practice a Speech or Presentation: (7:29)		1, 2
14 – 11/18 – 11/24	• Nancy Duarte uncovers common structure of greatest communicators: (18:11)	<i>Peer Partnership closes 11/20</i>	1, 2, 3
15 – 11/25 – 12/1			1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
16+ – 12/2 – 12/10		<i>Video Presentation #2 submitted to Canvas Course Site by 12/4</i>	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Demonstrate and apply knowledge and comprehension of current techniques for presenting effective professional presentations
2. Design and develop effective presentations using appropriate techniques with PowerPoint application
3. Deliver a clear, concise, and effective professional presentation using PowerPoint

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



Term:	Summer 2024
Course Title:	LEAD 7150 Diffusion of Innovation and Technology (Hybrid) – PhD23
CRN:	82133
Credits:	3 graduate credit hours
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Time:	Saturdays: May 18, June 8, July 6, July 27 8:00 am – 12:00 pm ET
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter Hall #415B – 423-425-5443 – Virtual Office Hours by Appt.

Course Catalog Description:

This course explores technology and the relationship of innovation and technology as innovation diffusion in a variety of organizational settings. It examines application of technology today and recognition of emerging trends including the roles of learning and leadership in selecting, developing, deploying, and assessing technology that fulfills the needs and mission of the organization. Participants will address past, current, and proposed research on the role of technology applications.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Identify and analyze factors relating to how learning plays a role in innovative changes and transformation
2. Create effective strategies for implementing innovative change and promote diffusion throughout organizational membership
3. Examine and articulate characteristics of various learning and leadership theories and describe their implications for change agency seeking to promote innovative change in organizational settings

Relationship to Program Competencies (Comprehensive Assessment):

The specific competency areas addressed in this course are *Organizational Effectiveness and Innovation* and *Communication* which state:

As aspiring scholar-practitioners of ***Organizational Effectiveness and Innovation***, participants will:

- Analyze and evaluate the role of leadership in planning and guiding an organizational transformation process, including innovative and change processes related to decision-making
- Investigate, diagnose, and analyze organizational structure, resources, and processes to determine innovative and sustainable approaches

As aspiring scholar-practitioners of ***Communication***, participants will:

- Construct, articulate, present, and defend academic work using both verbal and written communication including appropriate use of technology
- Demonstrate civil, active, and effective communication reflecting the use of humble inquiry and emotional intelligence concepts in interpersonal, academic, and organizational settings

Required Course Materials*

Image	Details
	Rogers, E.M. (2003). <i>Diffusion of innovations</i> (5th ed.). Simon and Schuster. ISBN: 9780743222099
	Morris, L. (2011). <i>Permanent innovation, Revised edition: Proven strategies and methods of successful innovators</i> . Innovation Academy. ISBN: 9780615522845
	Berkun, S. (2010). <i>The myths of innovation</i> . O'Reilly Media. ISBN: 9781449389628
	Miller, P., & Wedell-Wedellsborg, T. (2013). <i>Innovation as usual: How to help your people bring great ideas to life</i> . Harvard Business Review Press. ISBN: 9781422144190

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	20%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Conceptual Application Analyses	2 Written Papers CAA 1.0 (1000-1500 words) CAA 2.0 (1500-2000 words)	(100 Points each x 2) 200 Points	25%
Innovation Analysis	Written Paper (1250 words minimum)	100 Points	25%
Innovation Analysis Presentation	PowerPoint Presentation of Innovation Adoption and Diffusion (8-10 minutes followed by up to 5 minutes Q&A)	100 Points	10%
	TOTALS	1000 Points	100%

** Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present

and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Conceptual Application Analyses (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. Conceptual Application Analyses are used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission.

This deliverable will be completed in two parts. The initial submission (1.0) will consist of a draft based on your professional practice as well as your readings in the course. The revision (2.0) for this deliverable will be a refinement and extension (increased depth) that will include additional learning and information discovered as a result of your discussions and readings, along with incorporation of feedback from the faculty. Please refer to the Canvas course space for the specific prompt.

Innovation Analysis Paper (may be written in first person): Assigned articles and directed readings will assist you in examining a technological innovation or technology concept that has impacted your professional life. Your Innovation Analysis should introduce, define, and assess your comprehension and analysis of the course subject matter, and demonstrate your critical thinking competency as it relates to application to your professional practice. Focus on issues addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal journey and through your experiential learning. Please include your data-informed opinion and viewpoints. Your name and the page number should appear on each page of the submission.

Innovation Analysis Presentation: During the final face-to-face meeting, you will provide a PowerPoint presentation highlighting the findings of your individual Innovation Analysis, examining an innovation or technology concept that has impacted your professional life.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

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Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

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Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

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Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#)

webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	• Rogers - Chs. 1-2 • Morris - Preface, Introduction, and Ch. 1 • Berkun - Chs. 1-2 • Miller & Wedell-Wedellsborg - Ch. 1		1, 3
Class Meeting 5/18 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
2 – 5/22 – 5/28	• Rogers - Ch. 4 • Morris - Chs. 2-4 • Berkun - Chs. 3-4 • Miller & Wedell-Wedellsborg - Ch. 2	<i>Discussion Issue 1 opens May 22</i>	1, 3
3 – 5/29 – 6/4	• Rogers - Ch. 5 • Morris - Ch. 5 • Berkun - Chs. 5-6	<i>Discussion Issue 1 continues with a second guiding question posted on May 29, closes June 4</i> <i>Conceptual Application Analysis 1.0 due June 2</i>	1, 2, 3
4 – 6/5 – 6/11	• Rogers - Ch. 7 • Morris - Ch. 6 • Berkun - Chs. 7-8 • Miller & Wedell-Wedellsborg - Ch. 3		1, 3
Class Meeting 6/8 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
5 – 6/12 – 6/18	• Rogers - Ch. 8 • Morris - Ch. 7 • Berkun - Ch. 9		1, 3
6 – 6/19 – 6/25	• Rogers - Ch. 9 • Morris - Ch. 8 • Berkun - Ch. 10 • Miller & Wedell-Wedellsborg - Ch. 4		1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
7 – 6/26 – 7/2	• Rogers - Ch. 10 • Morris - Ch. 9 • Berkun - Ch. 11 • Peres et al. - <i>Innovation diffusion and new product growth models</i>	<i>Conceptual Application Analysis 2.0 due June 30</i>	1, 3
8 – 7/3 – 7/9	• Rogers - Ch. 11 • Morris - Ch. 10 • Berkun - Ch. 12 • Miller & Wedell-Wedellsborg - Ch. 5	<i>Discussion Issue 2 opens July 3</i>	1, 3
Class Meeting 7/6 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
9 – 7/10 – 7/16	• Berkun - Ch. 13 • Miller & Wedell-Wedellsborg - Ch. 6 • Dobni - <i>The DNA of innovation</i>	<i>Discussion Issue 2 continues with a second guiding question posted on July 10, closes July 16</i>	1, 2, 3
10 – 7/17 – 7/23	• Morris - Ch. 11 • Berkun - Ch. 14 – Appendix • Miller & Wedell-Wedellsborg - Ch. 7	<i>Innovation Analysis paper due July 21</i>	1, 3
11 – 7/24 – 7/30	• Sears & Baba - <i>Toward a multistage multilevel theory of innovation</i>	<i>Innovation Analysis presentation during class on July 27, PowerPoint submission due July 26</i>	1, 2, 3
Class Meeting 7/27 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
12 – 7/31 – 8/6	• Bandura - <i>On integrating social cognitive and social diffusion theories</i>		1, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Identify and analyze factors relating to how learning plays a role in innovative changes and transformation
2. Create effective strategies for implementing innovative change and promote diffusion throughout organizational

membership

3. Examine and articulate characteristics of various learning and leadership theories and describe their implications for change agency seeking to promote innovative change in organizational settings

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



Term:	Fall 2024
Course Title:	LEAD 7250 Organizational Theory, Development, and Transformation (Hybrid) – PhD23
CRN:	47664
Credits:	3 graduate credit hours
Location:	Hunter Hall #404 & Virtual Classroom
Dates/Times:	Saturdays: August 24 (9:00 am – 12:00 pm ET), September 28 (9:00 am – 12:00 pm ET), October 19 (9:00 am – 12:00 pm ET), November 16* (9:00 am – 12:00 pm ET) <i>*Combined LEAD 7250/7500 class meeting from 9:00 am – 12:00 pm ET</i>
Faculty:	Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter Hall #415B – 423-425-5443 – Virtual Office Hours by Appt. Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt.

Course Catalog Description:

Presents a perspective of theories of organizations through a historical and developmental context as well as through their application to organizational reform in one or more current setting(s). The future of organizational development will be considered with respect to trends and possibilities for the 21st century. Understanding of these contexts is accomplished through the reading of primary texts, independent study of particular aspects of this history, and class discussion.

Course Co-Requisite: LEAD 7500 or department head approval.

Course Learning Outcomes (CLOs):

1. Demonstrate and differentiate specific constructs related to the development and implementation of major theories related to organizations in various contexts
2. Develop/defend application of appropriate tools to assess and analyze an organization's culture
3. Diagnose organizational systems issues at the level of the individual, small group, inter-group, organization, and organization/environment levels of analysis

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD doctoral programs. The specific competency areas addressed in this course are ***Organizational Effectiveness and Innovation*** and ***Communication***.

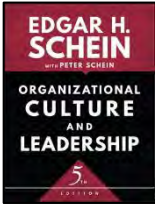
As inquiring scholars of ***Organizational Effectiveness and Innovation***, participants will:

- Analyze and evaluate the role of leadership in planning and guiding an organizational transformation process, including innovative and change processes related to decision-making
- Investigate, diagnose, and analyze organizational structure, resources, and processes to determine innovative and sustainable approaches

As inquiring scholars of ***Communication***, participants will:

- Construct, articulate, present, and defend academic work using both verbal and written communication including appropriate use of technology
- Demonstrate civil, active, and effective communication reflecting the use of humble inquiry and emotional intelligence concepts in interpersonal, academic, and organizational settings

Required Course Materials*:

Image	Details
	Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). Sage. ISBN: 9781071869918
	Schein, E. H. (2016). <i>Organizational culture and leadership</i> (5th ed.). Wiley. ISBN: 9781119212041
	** Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2023). <i>Crucial influence: Leadership skills to create lasting behavior change</i> (3rd ed.). McGraw-Hill. ISBN: 9781265049652

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** Book required for previous course.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	20%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Conceptual Application Analysis	Written Paper (1500 words minimum)	100 Points	25%
Organizational Effectiveness and Learning Opportunity Analysis Presentation	PowerPoint Presentation (10-12 minutes maximum)	100 Points	5%
Critical Reflection (<i>Organizational Effectiveness & Innovation</i>) (2 submissions)	Written Paper Initial Draft (1000 words minimum) Final Paper (1500 words minimum)	(100 Points each x 2) 200 Points Total	30%
TOTALS		1000 Points	100%

** Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.

Final Grade	Percentages	Definitions
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

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Conceptual Application Analysis (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. Conceptual Application Analyses are used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission. Please refer to the Canvas course space for the specific prompt.

Organizational Effectiveness and Learning Opportunity Analysis Presentation: The intent of

the presentation is to demonstrate the proper use of technology, show insight, identify and discuss important issues regarding a learning design and organizational effectiveness plan from their professional experience in the appropriate detail, and in a clear and concise manner. The PowerPoint presentation will be submitted the day before the class meeting when the participant will present the analysis in class. *The presentation should be uploaded to the LEAD 7500 course space only.*

Critical Reflection (Organizational Effectiveness & Innovation - may be written in first person): The purpose of a Critical Reflection paper is to demonstrate competency and ultimately mastery of a specific program domain. Each Critical Reflection will serve as a “cover document” for each competency area and the associated artifacts that will be shared. It should weave theoretical understanding and fluency together with knowledge of and reflection on the seminal works (primary literature associated with the specific competency); it should also demonstrate a participant’s specific experiential learning and practical application in each associated competency areas. A Critical Reflection paper typically includes three well-blended elements. *These elements are woven together throughout the work and do not stand alone as separate sections.* Learning experiences should be intertwined with relevant theories and concepts, explanations, understanding and analysis of what learning occurred, along with what might have happened if a different plan of action had been followed.

This Critical Reflection will be accomplished in two parts during this course. The initial draft will highlight your synthesis and integration of material from your professional experiences, as well as the readings and discussions during the course. After receiving feedback from the faculty and peer review partner(s), the final paper for this deliverable will be an enhanced critical reflection incorporating improvements based on feedback, further integration of concepts, as well as reflection of these concepts on the participant’s professional practice. Additionally, you will upload your Critical Reflection Final Paper to the Digital Portfolio.

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Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	- Burke – Chs. 1-3 - Schein – Chs. 1-2		1, 2, 3
Class Meeting 8/24 Saturday, 9:00 am – 12:00 pm ET, Hunter Hall #405			
2 – 8/26 – 9/1	- Burke – Chs. 4-5 - Schein – Chs. 3-5	<i>Discussion Issue 1 opens August 28</i>	1, 2, 3
3 – 9/2 – 9/8	- Burke – Chs. 6-7 - Schein – Chs. 6-7	<i>Discussion Issue 1 closes September 3 (continues in LEAD 7500)</i>	1, 2, 3
4 – 9/9 – 9/15	- Burke – Chs. 8-9 - Mathews – <i>Models of change management: A reanalysis</i> - Burke – <i>A perspective on the field of organization development and change: The Zeigarnik effect</i>		1, 2, 3
5 – 9/16 – 9/22	- Burke – Ch. 10 - Schein – Chs. 8-9	<i>Conceptual Application Analysis due September 22</i>	1, 3
6 – 9/23 – 9/29	- Burke – Ch. 11 - Schein – Chs. 10-11 - Caldwell et al. – <i>Toward understanding relationships among organizational . . .</i>		1, 2, 3
Class Meeting 9/28 Saturday, 9:00 am – 12:00 pm ET, Hunter Hall #405			

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
7 – 9/30 – 10/6	- Burke – Ch. 12 - Brooks – <i>Transformational learning theory and implications for human resource development</i> - Bisel & Barge – <i>Discursive positioning and planned change in organizations</i> - Daly & Walsh – <i>Drucker's theory of the business and organisations – challenging business assumptions</i>		1, 2, 3
8 – 10/7 – 10/13	- Schein – Chs. 12-13 - Hempel & Martinsons – <i>Developing international organizational change theory using cases from China</i>		1, 2, 3
9 – 10/14 – 10/20	- Burke – Ch. 13 - Schein – Chs. 14-15	<i>Critical Reflection (Organizational Effectiveness & Innovation) Initial Draft due October 16</i>	1, 2, 3
Class Meeting 10/19 Saturday, 9:00 am – 12:00 pm ET, Hunter Hall #404			
10 – 10/21 – 10/27	- Burke – Ch. 14 - Schein – Chs. 16-17		1, 2, 3
11 – 10/28 – 11/3	- Burke – Ch. 15 - Grenny et al. – Chs. 4-5		1, 3
12 – 11/4 – 11/10	- Burke – Ch. 16 - Erkutlu – <i>The moderating role of organizational culture in the relationship between organizational justice and organizational citizenship behaviors</i>		1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
13 – 11/11 – 11/17	- Burke – Ch. 17 - Grenny et al. – Chs. 6-7 - Filstad – <i>Organizational commitment through organizational socialization tactics</i>	<i>Organizational Effectiveness and Learning Opportunity Analysis Presentation due November 15 (uploaded to the LEAD 7500 course space), presented during class on November 16</i>	1, 2, 3
Class Meeting 11/16 Saturday, 9:00 am – 12:00 pm ET, Hunter Hall #404 (combined LEAD 7250/7500 class meeting)			
14 – 11/18 – 11/24	- Burke – Ch. 18 - Grenny et al. – Chs. 8-9	<i>Discussion Issue 2 opens November 20</i> <i>Critical Reflection (Organizational Effectiveness & Innovation) Final Paper due November 24</i>	1, 2, 3
15 – 11/25 – 12/1	Saame et al. – <i>Organizational culture based on the example of an Estonian hospital</i>	<i>Discussion Issue 2 closes November 26 (continues in LEAD 7500)</i>	1, 2, 3
16+ 12/2 – 12/10	Meyer et al. – <i>Person-organization (culture) fit and employee commitment under conditions of organizational change</i>		1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Demonstrate and differentiate specific constructs related to the development and implementation of major theories related to organizations in various contexts
2. Develop/defend application of appropriate tools to assess and analyze an organization's culture
3. Diagnose organizational systems issues at the level of the individual, small group, inter-group, organization, and organization/environment levels of analysis

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



Term:	Spring 2024
Course Title:	LEAD 7340 Statistics for Research Design & Analysis (Hybrid) – PhD23
CRN:	26275
Credits:	3 graduate credits
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Time:	Saturdays: January 27, February 17, March 9, April 6 1:00 pm – 5:00 pm ET
Faculty:	Dr. Cynthia T. Williamson, (Cynthia-Williamson@utc.edu) Hooper Hall #206 - 423-425-4288 - Virtual Office Hours by Appt.

Course Catalog Description:

This course will focus on the use of statistics (descriptive and inferential), research design, data analysis, and an introduction to the statistical software package (SPSS).

Course Pre-Requisite: LEAD 7020

Course Learning Outcomes (CLOs):

1. Demonstrate the use of statistical concepts and their role in research design
2. Demonstrate competence in analyzing and reporting data using statistical methods
3. Apply and interpret the results of statistical techniques from both descriptive and inferential statistics, utilizing appropriate software for statistical processes and data analysis
4. Select appropriate research methodology(ies) and conduct sample analyses designed to answer research questions

Relationship to Program Competencies (Comprehensive Assessment):

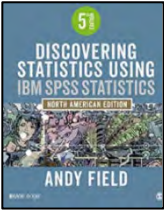
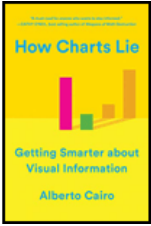
All competencies are related to each of the core courses in the LEAD Doctoral Programs. The specific competency areas addressed in this course are the ***Research and Measurement*** competencies.

As aspiring scholar-practitioners of ***Research and Measurement***, participants will:

- Inquire and apply specific methodology and data to investigate and examine meaningful research questions related to organizational leadership, learning, and decision-making

- Demonstrate a thorough understanding of individual and group performance measurement, to include cultural-legal-ethical-technical criticisms of measurement and research practices
- Discriminate between and apply the existing and evolving alternatives in research and measurement and be able to align and conduct appropriate methodology to demonstrate required outcomes

Required Course Materials *

Image	Details
	Field, A. (2018). <i>Discovering statistics using IBM SPSS Statistics</i> (5th ed.). Sage Publications. ISBN: 9781526436566 In part, the Field text was chosen because of the many ancillary components available on the website (link: Additional Video and Textbook Resources) to assist in your understanding of statistics.
	Cairo, A.(2020). <i>How charts lie: Getting smarter about visual information</i>. Norton and Co. ISBN: 9780393358421
	SPSS 27 or higher for Windows or MacOS Software should be downloaded onto your computer prior to our first class meeting from the following link: https://webapps.utk.edu/OIT/SoftwareDistribution/ Please remember to bring your laptop and charging cable with you to every class meeting

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	20%
2 Discussion Issues	Meaningful Contributions to the Discussion	(100 Points each x 2) 200 Points Total	15%
Identifying a Dataset	Identification and approval of dataset (see specific details)	100 Points Total (Complete/Incomplete)	5%
5 Quantitative Analyses	Deliverables to assess skill competency	(100 Points each x 5) 500 Points Total	30%
Data Analysis Paper	Written Paper (2000 word minimum including tables and figures)	100 Points Total	20%
Data Analysis Presentation	Data Analysis Paper PowerPoint Presentation (15 minutes maximum)	100 Points Total	10%
TOTALS		1400 Points	100%
Weekly Optional Review Sessions	Weekly Content Review Sessions	N/A	N/A

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Optional Weekly Review Sessions: Each week, the faculty will hold optional review sessions to discuss the week's content and answer any questions you may have about it. These sessions will be held synchronously via Zoom, recorded, and posted in Canvas for you to reference as needed throughout the semester.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Identifying a dataset: This course will require you to complete activities and analyses using data you have found in your own professional practice. You will be expected to identify a dataset with at least 500 observations and at least three variables for each scale of measurement (nominal, ordinal, and interval/ratio; at least nine variables total). Once you have found a potential dataset for use, you should submit it via Canvas for faculty feedback and approval. Once the dataset is approved, you may move forward.

Quantitative Analysis: Throughout the semester, you will complete a series of deliverables based on the Field text where you will conduct analyses, interpret the output, and report on the results. Carefully review the instructions to determine what to report as part of the deliverable. Some deliverables will require you to create data or output and submit it, while others will require a brief report with specific data analyses and/or tables. Report only what is asked for as part of each deliverable. The following exercises will be assigned over the semester. It is recommended to pace yourself as some deliverables require more time than others based on previous experience with research, statistics, and/or SPSS. Carefully review the rubrics and details in Canvas for each deliverable to determine what is expected.

- Measurement and Descriptive versus Inferential Statistics
- Testing Assumptions and Data Visualization
- Correlation
- Regression
- T-tests and ANOVA

Data Analysis Paper (written in 3rd person): This deliverable consists of a scholarly paper. You will be responsible for selecting a dataset, reporting your questions of interest (research questions), identifying independent and dependent variables, conducting statistical analyses to answer your questions, and reporting/interpreting the results. The requirements for this deliverable are provided in Canvas.

Data Analysis Presentation: This presentation should include an overview of the information included in the Data Analysis paper. Provide clear references to information presented and the standard elements of APA/UTC sections and proper formatting (see the rubric for more information). You will be expected to demonstrate effective use of basic principles of a proper presentation design (for example, appropriate font size, limited and pertinent information on each slide, speaking from but not reading slide to the group, etc.). This should be developed using PowerPoint. Findings should be reported in APA/UTC format.

Written Deliverables: According to the UTC Graduate School, all course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required. However, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face course meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date. If there is a possibility of attending all or part of a class meeting synchronously via video conference (Zoom), s/he should submit a request to connect via Zoom to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 7 days prior to class.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Alternate Deliverables: If a participant is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable. If the alternate deliverable request is approved by the Instructor(s), the participant will have the opportunity to demonstrate learning and to earn a portion (percentage) of the missed contribution points.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on during course(s) if connected virtually. Contribution points are directly related to ongoing engagement during course(s).

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu. Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

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1 – 1/8 – 1/14	- Field – Chs. 1-2 - Cairo – Prologue & Ch. 1		1, 2
2 – 1/15 – 1/21	Cairo – Chs. 2-3	<i>Identifying a Dataset due 1/21</i>	1, 2
3 – 1/22 – 1/28	- Field – Ch. 4 - Cairo – Chs. 4-5	<i>Quantitative Analysis 1 due 1/28 (class time on 1/27 will be dedicated to this first quantitative analysis deliverable)</i>	1, 2
Class Meeting 1/27 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
4 – 1/29 – 2/4	Cairo – Ch. 6 & Conclusion	<i>Discussion Issue 1 opens 1/31</i>	1, 2, 3
5 – 2/5 – 2/11	Field – Ch. 3	<i>Discussion Issue 1 continues with a second guiding question posted on 2/7</i> <i>Quantitative Analysis 2 due 2/11</i>	1, 2, 3
6 – 2/12 – 2/18	Field – Ch. 5	<i>Discussion Issue 1 closes 2/13</i>	1, 2
Class Meeting 2/17 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
7 – 2/19 – 2/25	- Field – Ch. 6 - Field – <i>The Central Limit Theorem</i> (link)	<i>Quantitative Analysis 3 due 2/25</i>	1, 2, 3
8 – 2/26 – 3/3	Woolsey et al. – <i>Athletes and energy drinks...</i>		1, 2, 3
9 – 3/4 - 3/10	Field – Ch. 8		1, 2, 3
Class Meeting 3/9 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
10 – 3/11 – 3/17		<i>Spring Break</i>	
11 – 3/18 – 3/24	- Field – Ch. 9 - Sprong et al. – <i>The pedagogy of rehabilitation counseling...</i>	<i>Discussion Issue 2 opens 3/20</i> <i>Quantitative Analysis 4 due 3/24</i>	1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
12 – 3/25 – 3/31	Field – Ch. 10	<i>Discussion Issue 2 continues with a second guiding question posted on 3/27</i>	1, 2, 3, 4
13 – 4/1 – 4/7	Field – Ch. 12	<i>Discussion Issue 2 closes 4/2</i> <i>Data Analysis Paper due 4/3</i> <i>Data Analysis Presentation PowerPoint due 4/5</i> <i>Data Analysis Presentation due 4/6 (in class)</i>	1, 2, 3, 4
Class Meeting 4/6 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
14 – 4/8 – 4/14	Cuevas et al. – <i>A comparison of spirituality...</i>		1, 2, 3, 4
15 – 4/15 – 4/21		<i>Quantitative Analysis 5 due 4/21</i>	1, 2, 3, 4
16+ – 4/22 – 4/30			

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Demonstrate the use of statistical concepts and their role in research design
2. Demonstrate competence in analyzing and reporting data using statistical methods
3. Apply and interpret the results of statistical techniques from both descriptive and inferential statistics, utilizing appropriate software for statistical processes and data analysis
4. Select appropriate research methodology(ies) and conduct sample analyses designed to answer research questions

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



Term:	Summer 2024
Course Title:	LEAD 7360 Research Design and Analysis (Hybrid) – PhD22
CRN:	82134
Credits:	3 graduate credits
Location:	Hunter Hall #404 & Virtual Classroom
Dates/Time:	Saturdays: May 18, June 8, July 6, July 27 8:00 am – 12:00 pm ET
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #413C – 423-425-4480 – Virtual Office Hours by Appt. Dr. Cynthia T. Williamson, (Cynthia-Williamson@utc.edu) Hooper Hall #206 - 423-425-4288 - Virtual Office Hours by Appt.

Course Catalog Description: This course provides a comprehensive perspective on research design, including both quantitative and qualitative methods, and provides opportunities to design, analyze, interpret, and report research.

Course Pre-/Co-Requisites: LEAD 7020 or 7350, and 7340, 7370, 7610.

Course Learning Outcomes (CLOs):

1. Describe and demonstrate various styles of interpretation of collected data
2. Compare and contrast the applications of quantitative, qualitative, and mixed methods research design
3. Distinguish probabilistic from deterministic explanations
4. Articulate the appropriateness of different analysis approaches for a particular study
5. Formulate theoretically and practically valid alternative research plans

Relationship to Program Competencies (Comprehensive Assessment):

The specific competency area addressed in this course is the ***Research and Measurement*** competency, which states:

As aspiring scholar-practitioners of ***Research and Measurement***, participants will:

- Inquire and apply specific methodology and data to investigate and examine meaningful research questions related to organizational leadership, learning, and decision-making.
- Demonstrate a thorough understanding of individual and group performance measurement, to include cultural-legal-ethical-technical criticisms of measurement

- and research practices.
- Discriminate between and apply the existing and evolving alternatives in research and measurement and be able to align and conduct appropriate methodology to demonstrate required outcomes.

The course content is intended to build on the knowledge and experiences gained in LEAD 7020 Research and Inquiry, LEAD 7340 Statistics for Research Design and Analysis, and LEAD 7370 Qualitative Research Design. The course will utilize problem-based learning activities whereby most of the principles will be garnered through the class exercises and writing components of a research approach that *may or may not* bear relevance to one's future dissertation. However, it will be advantageous to target a broad conceptual area that has dissertation potential.

Required Course Materials*

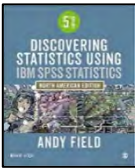
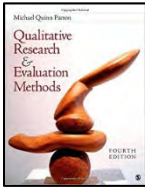
Image	Details
	**Gliner, J.A.; Morgan, G.A., & Leech, N.L. (2017). <i>Research methods in applied settings</i> (3 rd ed.). Routledge Publishing. ISBN: 9781138852976
	**Field, A. (2018). <i>Discovering statistics using IBM SPSS statistics</i> (5 th ed.). Sage Publications. ISBN: 9781526436566
	**Patten, M.L., & Newhart, M. (2018). <i>Understanding research methods: An overview of the essentials</i> (10 th ed.). Routledge Taylor & Francis. ISBN: 9780415790529
	**Creswell, J.W. & Creswell, J.D. (2022). <i>Research design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (6th ed.). Sage Publications. ISBN: 9781071817940
	**Patton, M.Q. (2015). <i>Qualitative research & evaluation methods: Integrating theory and practice</i> (4th ed.). Sage Publications. ISBN: 9781412972123

Image	Details
	Trochim, William M. (2006). The Research Methods Knowledge Base, 2 nd Edition. Retrieved from: http://www.socialresearchmethods.net/kb/

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** Book required for previous course(s).

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful contributions during face-to-face classes	(100 points each x 4) 400 Points Total	20%
2 Discussion Issues	Meaningful contributions to Discussions	(100 points each x 2) 200 Points Total	20%
Research Design Overview Paper	Written Paper (1,000 words minimum)	100 Points	20%
Research in Professional Practice	Written proposed adoption of a research design to address a professional practice problem (2,000 words minimum)	100 Points	20%
Research in Professional Practice Presentation	Presentation (8-12 minutes) using PowerPoint	100 Points	20%
	TOTALS	900 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.

Final Grade	Percentages	Definitions
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Research Design Overview Paper (should be written in 3rd person): Use the requirements defined in the UTC Learn (Canvas) course space to write an overview of a selected research design. The Research Overview Paper should include a problem statement, theoretical/conceptual framework, and methodological overview (including sample research questions, limitations of the design, sampling requirements, data collection and analysis procedures).

Research in Professional Practice (should be written in 3rd person): Utilizing the course readings and resources, select one of the research design approaches that could be applied to your professional practice. Reflect on how this design might be used in your professional practice, what potential benefits and challenges you might experience conducting this type of design, and how this design would benefit you as a research practitioner and the stakeholders involved. The goal is to identify and synthesize a research design technique to gain knowledge of or solve a professional practice problem through data-informed decision-making.

Research in Professional Practice Presentation: Using your Research in Professional Practice Paper as a basis, develop a presentation of your problem/project using PowerPoint. You will be expected to demonstrate effective use of basic principles of a proper presentation design (for example, appropriate font size and limited to pertinent information on each slide, speaking from but not reading slides to the group, etc.). Presentations will be delivered during the final class session.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

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As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that

should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of

a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	- Patten & Newhart – Topics 1-3 & Topics 10 & 11 - Kivunja & Kuyini – <i>Understanding and applying research paradigms in educational contexts</i>		1, 2
Class Meeting 5/18 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404			
2 – 5/22 – 5/28	Phillips – <i>After the wake: Postpositivist educational thought</i>	Discussion Issue 1 opens 5/22	1, 2
3 – 5/29 – 6/4	- Creswell & Creswell – Ch. 2 - Patton – <i>Logical incompatibilities and pragmatism</i> - Cherryholmes – <i>Notes on pragmatism and scientific realism</i>	Discussion Issue 1 second guiding question posted on 5/29, closes 6/4	1, 2
4 – 6/5 – 6/11	- Gliner et al. – Chs. 1-3 - Patten & Newhart – Topics 4-6		1, 2, 3
Class Meeting 6/8 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404			
5 – 6/12 – 6/18	Patten & Newhart – Topics 7-8		1, 2, 4
6 – 6/19 – 6/25	- Patten & Newhart – Topic 12 - Gliner et al. – Ch. 2	Research Design Overview Paper due 6/25	1, 2, 4
7 – 6/26 – 7/2	- Patten & Newhart – Topics 20-24 - Gliner et al. – Chs. 4-7	Discussion Issue 2 opens 6/26	1, 2, 3, 4
8 – 7/3 – 7/9	- Patten & Newhart – Topics 46-51 - Creswell & Creswell – Chs. 3 & 9	Discussion Issue 2 second guiding question posted on 7/3, closes 7/9	1, 2, 3, 4
Class Meeting 7/6 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404			

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
9 – 7/10 – 7/16	- Patten & Newhart – Topics 52-57 - Caruth – <i>Demystifying mixed methods research design: A review of the literature</i> - Ivankova et al. – <i>Using mixed methods sequential explanatory design: From theory to practice</i>		2, 3, 4, 5
10 – 7/17 – 7/23	- Gliner et al. – Chs. 16-19 - Almeida – <i>Strategies to perform a mixed methods study</i>	Research in Professional Practice due 7/23	1, 2, 3, 4, 5
11 – 7/24 – 7/30	Gliner et al. – Chs. 20-22	Research in Professional Practice Presentation due 7/27 (during class), PowerPoint submission due 7/26	1, 2, 3, 4, 5
Class Meeting 7/27 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404			
12 – 7/31 – 8/6	- Black – <i>Mentorship models in veteran affairs hospital pre-doctoral psychology training</i> - Lira – <i>Complex cultural identities and stereotype threat: An integrative mixed methods study</i> - Noon – <i>Social comparisons on Instagram and adolescent identity development: A mixed methods study</i> - Scharm – <i>Understanding employee engagement</i>		1, 2, 3, 4, 5

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Describe and demonstrate various styles of interpretation of collected data
2. Compare and contrast the applications of quantitative, qualitative, and mixed methods research design
3. Distinguish probabilistic from deterministic explanations
4. Articulate the appropriateness of different analysis approaches for a particular study
5. Formulate theoretically and practically valid alternative research plans

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



Term:	Summer 2024
Course Title:	LEAD 7370 Qualitative Research Design (Hybrid) – PhD23
CRN:	82135
Credits:	3 graduate credits
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Times:	Saturdays: May 18, June 8, July 6, July 27 1:00 – 5:00 pm ET
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #413C – 423-425-4480 – Virtual Office Hours by Appt.

Course Catalog Description: The purpose of this course is to develop broader skills of scientific inquiry through qualitative research methods. In this course, students shape research questions by contextualizing theoretical insights through qualitative assessment in real-life settings and enhance the ability to conduct mixed-methods research.

Course Pre-/Co-Requisites: LEAD 7350 (7020) or department head approval.

Course Learning Outcomes (CLOs):

1. Discriminate differences between quantitative and qualitative research designs, evaluate strengths and weaknesses and choose and justify an appropriate design (including mixed methods) for a particular research question or type of study
2. Analyze various qualitative data collection methods and evaluate the strengths and potential shortcomings of each method, including an evaluation of the benefits of computer-assisted data analysis in qualitative research
3. Compare and contrast qualitative research methods within the context of one or more organizations
4. Design a qualitative research overview and synthesize major techniques for qualitative data analysis and visualization and assess their suitability for various research objectives

Relationship to Program Competencies:

All competencies are related to the core courses in the LEAD program. In this course, the specific competency area addressed is the *Research and Measurement* competency, which states:

As aspiring scholar-practitioners of ***Research and Measurement***, participants will:

- Inquire and apply specific methodology and data to investigate and examine meaningful research questions related to organizational leadership, learning, and decision-making
- Demonstrate a thorough understanding of individual and group performance measurement, to include cultural-legal-ethical-technical criticisms of measurement and research practices
- Discriminate between and apply the existing and evolving alternatives in research and measurement and be able to align and conduct appropriate methodology to demonstrate required outcomes

The course content is intended to build on the knowledge and experiences gained in other doctoral level research courses. The course will utilize problem-based learning activities whereby most of the principles will be garnered through the critique exercises and writing components of a research overview that *may or may not* bear relevance to one's future dissertation. However, it will be advantageous to target a broad conceptual area that has dissertation potential.

Required Course Materials*

Image	Details
	Creswell, J.W. & Creswell, J.D. (2022). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . (6th ed.). Sage. ISBN: 9781071817940
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Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Meetings	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	10%
2 Discussion Issues	Meaningful Contributions to Discussions	(100 Points each x 2) 200 Points Total	15%
Literature Review	Literature Review (Written Document – minimum 2000 words)	100 Points	15%
Qualitative Research Analysis (1.0)	Qualitative Research Analysis (1.0) (Written Document – minimum 1000 words, not including references)	100 Points	20%
Qualitative Research Analysis (2.0)	Qualitative Research Analysis (2.0) (Written Document – minimum 1000 words, not including references, in addition to the 1.0)	100 Points	20%
Qualitative Research Analysis Presentation	PowerPoint Presentation of Qualitative Research Analysis (8-10 minutes)	100 Points	20%
	TOTALS	1000 Points	100%

** Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
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Literature Review (2000 words minimum, should be written in 3rd person):

To have an informed perspective on any subject, you need to understand what has already been written and studied in that area. For the purpose of this course, you will be writing a condensed literature review both to help guide your own study's development and to help shape the analysis you will do. The literature review will be developed from your research questions.

The literature review provides you an opportunity to synthesize the literature about your topic and organize it in relevant sections as the focus of your study takes shape. For this deliverable, you will need to include, at minimum, 20 peer-reviewed sources published within the last five years. While a minimum of 20 sources is required, including more is always a welcome addition, as it will enhance your understanding of the topic. Additionally, including seminal literature on your topic is also welcome, though it will not count toward the minimum number of sources required.

The literature review should include section headings appropriate to your topic to keep the review organized, though your approach to the organizational approach is your choice. There are several options to choose from, such as chronological, topical, general to specific, etc. Select the option that makes the most sense for your topic and your interests.

Qualitative Research Analysis and Presentation:***Qualitative Research Analysis 1.0 (should be written in 3rd person):***

Participants will develop a qualitative research study. The components of the Qualitative Research Analysis 1.0 will include:

- Introduction
- Qualitative Research Questions
- Qualitative Approach
- Site and Participant Selection Criteria
- Analysis of the selected document(s)* in addition to the previous Data Analysis deliverable

* Documents to be analyzed can include websites, newspapers, journals, social media content, or other written memorandums. Qualitative analysis software such as QDA Miner may be used for the document analysis, but use of this software is not required.

An individual should be identified for a future interview concerning your topic. This person should be involved with or informed on your topic and will need to be available to be interviewed prior to submitting Qualitative Research Analysis 2.0.

Qualitative Research Analysis 2.0 (should be written in 3rd person)

The Qualitative Research Analysis 2.0 deliverable should be written in 3rd person. The interview with your selected person needs to have been completed before you begin writing Qualitative Analysis 2.0. You should include the revised Qualitative Research Analysis 1.0, with the addition of the following items:

Methodology section:

- Participant Site and Selection
- Data Collection
- Validity (Researcher Role/Positionality)

Results section:

- Codes to Themes (from document analysis and interview)
- Visualizations (show the reader how you moved from codes to themes)
- Triangulation (Did the qualitative sources support each other? If so, how?)

Discussion section:

- Discussion of your overall qualitative findings and how they help inform your problem/questions
- Suggestions for future research based on your findings

Qualitative Research Analysis Presentation: Using the Qualitative Research Analysis 2.0 paper as a basis, participants will provide an 8-10 minute PowerPoint presentation during the final class meeting. The presentation should include the design, participant site and selection,

as well as your results.

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composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

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Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any

organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

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Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	• Creswell & Creswell – Chs. 1 & 7 • Patton – Ch. 4		1
Class Meeting 5/18 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
2 – 5/22 – 5/28	• Creswell & Creswell – Ch. 2 • Patton – Ch. 1	<i>Discussion Issue 1 opens 5/22</i>	1
3 – 5/29 – 6/4	• Patton – Chs. 2 & 3	<i>Discussion Issue 1 continues with a second guiding question posted on 5/29, closes 6/4</i>	1, 2, 3
4 – 6/5 – 6/11	• Creswell & Creswell – Ch. 9	<i>Literature Review due 6/11</i>	1, 2, 3
Class Meeting 6/8 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
5 – 6/12 – 6/18	• Patton – Ch. 5		1, 2, 3
6 – 6/19 – 6/25	• Patton – Chs. 7 & 8		1, 2, 3
7 – 6/26 – 7/2	• Creswell & Creswell – Ch. 4	<i>Discussion Issue 2 opens 6/26</i>	1, 2, 3, 4
8 – 7/3 – 7/9	• Leech & Onwuegbuzie – <i>An array of qualitative data analysis tools: A call for data analysis triangulation</i>	<i>Discussion Issue 2 continues with a second guiding question posted on 7/3, closes 7/9</i>	1, 2, 3, 4
Class Meeting 7/6 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
9 – 7/10 – 7/16	• Patton – Ch. 9	<i>Qualitative Research Analysis 1.0 due 7/10</i>	1, 2, 3, 4
10 – 7/17 – 7/23	• Ellis & Hart – <i>Strengthening the choice for a generic qualitative research design</i>		1, 2, 3, 4
11 – 7/24 – 7/30	• Caelli et al. – <i>'Clear as mud': Toward greater clarity in generic qualitative research</i>	<i>Qualitative Research Analysis 2.0 due 7/24</i> <i>Qualitative Research Analysis Presentation (PowerPoint due 7/26, presentation during class on 7/27)</i>	1, 2, 3, 4
Class Meeting 7/27 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
12 – 7/31 – 8/6	Kahlke – <i>Generic qualitative approaches: Pitfalls and benefits of methodological mixology</i>		1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Discriminate differences between quantitative and qualitative research designs, evaluate strengths and weaknesses and choose and justify an appropriate design (including mixed methods) for a particular research question or type of study
2. Analyze various qualitative data collection methods and evaluate the strengths and potential shortcomings of each method, including an evaluation of the benefits of computer-assisted data analysis in qualitative research
3. Compare and contrast qualitative research methods within the context of one or more organizations
4. Design a qualitative research overview and synthesize major techniques for qualitative data analysis and visualization and assess their suitability for various research objectives

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



Term:	Summer 2024
Course Title:	LEAD 7375 Qualitative Design and Application (Internet) – EdD23
CRN:	81458
Credits:	3 graduate credit hours
Location/Date:	Virtual Classroom
Faculty:	Dr. Cynthia T. Williamson, (Cynthia-Williamson@utc.edu) Hooper Hall #206 - 423-425-4288 - Virtual Office Hours by Appt.

Course Catalog Description:

In this course, participants will be introduced to the various methodologies for structuring, collecting, and analyzing qualitative data utilizing qualitative techniques and software for demonstrable outcomes. Participants will examine qualitative designs, including mixed method approaches and the best practices for organizing and reporting diverse sources of data by addressing different types of research questions. Utilizing data-informed decision-making through action-based research, participants will capitalize on their professional practice through the utility of complex data and designs and will report outcomes and findings.

Course Pre-Requisite: LEAD 7060

Course Learning Outcomes (CLOs):

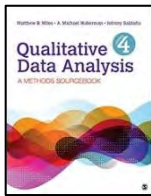
1. Identify and describe various styles of design and interpretation of qualitative data.
2. Apply one or more analytic approaches to qualitative data, including appropriate reporting of data utilizing APA Style.
3. Design and deploy qualitative research designs with various methodologies and data-informed decision-making.
4. Identify and develop a coding system for qualitative data analysis, which might include utilizing qualitative software for research inquiry, as well as the assessment of organizational culture and practice.

Relationship to Program Competencies (Comprehensive Assessment):

As inquiring scholars of *Measurement and Inquiry*, participants will:

- Demonstrate a thorough understanding of measurement, assessment, and evaluation to include cultural-legal-ethical-technical criticisms of data analysis and decision-making practices
- Demonstrate the ability to engage with peers and interact with faculty regarding inquiry and the role of the researcher within their respective professional practice
- Evaluate and integrate the role of innovation adoption in instructional settings

Required Course Materials*:

Image	Details
	Ravitch, S.M., & Carl, N.M. (2020). <i>Qualitative research: Bridging the conceptual, theoretical, and methodological</i> . (2nd ed.). Sage Publications. ISBN: 9781544333816
	Miles, M.B., Huberman, A.M., & Saldana, J. (2019). <i>Qualitative data analysis: A methods sourcebook</i> . (4th ed.). Sage Publications. ISBN: 9781506353074

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Research Question Analysis & Interview Protocol	RQA Form & Interview Protocol	100 Points Total	15%
Qualitative Analysis (1.0)	Part 1 – Qualitative Analysis (Written Document – minimum 1000 words)	100 Points Total	25%
Qualitative Analysis (2.0)	Part 2 – Qualitative Analysis (Written Document – minimum 2000 words)	100 Points Total	25%

Activity	Deliverable	Points	Weighting of Course Grade**
Qualitative Analysis Presentation	Recorded Presentation (up to 10 minutes - using Canvas Studio, PowerPoint, and webcam)	100 Points	15%
TOTALS		600 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	"A" represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	"B" represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	"C" represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	"F" represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s).

Remember, this is a "Discussion Issue."

Qualitative Analysis (Research Question Analysis Form, Interview Protocol, 1.0 & 2.0) (all should be written in 3rd person): As the major deliverable of this course, you will develop a mock qualitative study situated within your professional practice. This project will build continuously from the beginning of the term through the completion of the final version at the end of the course.

Research Question Analysis Form and Interview Protocol: You will begin this process by completing the qualitative question portion of the Research Question Analysis form. For this deliverable, you will need 2-3 qualitative questions for use in the Qualitative Analysis deliverable. One question should be focused on participant experiences and the other should focus on information that could be gleaned from documents, websites, and other print or web-based materials.

Qualitative Analysis 1.0 and 2.0: After you have completed the RQA, you will begin working toward the completion of the Qualitative Analysis paper, which will include:

Qualitative Analysis 1.0:

- Introduction
- Problem Statement
- Purpose
- Research Questions
- Data Collection

Qualitative Analysis 2.0:

- Researcher Role
- Data Analysis
 - Codes to Themes
 - Triangulation
- Results
- Discussion

The Qualitative Analysis 1.0 will include the introduction, problem statement, purpose, research questions, and the data collection sections. Then, you will add the Qualitative Analysis 2.0 content including the researcher role, data analysis, results, and discussion sections to the updated and revised Qualitative Analysis 1.0.

Qualitative Analysis Presentation: (up to 10 minutes, recorded via Canvas Studio, using PowerPoint and a webcam) Once you have completed your Qualitative Analysis paper, you will be presenting your research approach in a Canvas Studio recorded presentation. This presentation should cover all of the section heading items from the Qualitative Analysis paper, so you should have at least one slide per section heading from the Qualitative Analysis paper.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not

required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

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Syllabus Agenda:

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1 – 5/15 – 5/21	Ravitch & Carl – Ch. 1	<i>Discussion Issue 1 opens 5/15</i>	1
2 – 5/22 – 5/28	- Ravitch & Carl – Ch. 2 - Miles et al. – Ch. 2 (pp. 13-20)	<i>Discussion Issue 1 continues with a second guiding question posted on 5/22, closes 5/28</i>	1
3 – 5/29 – 6/4	- Ravitch & Carl – Ch. 3 - Miles et al. – Ch. 1 (pp. 6-10) & Ch. 2 (pp. 21-30)		1
4 – 6/5 – 6/11	- Ravitch & Carl – Ch. 4 - Miles et al. – Ch. 3		1
5 – 6/12 – 6/18	- Ravitch & Carl – Chs. 5 & 11 - Jacob & Furgerson – <i>Writing interview protocols and conducting interviews...</i>	<i>RQA Form and Interview Protocol due 6/16</i>	1
6 – 6/19 – 6/25	Ravitch & Carl – Chs. 6 & 7	<i>Qualitative Analysis 1.0 due 6/25</i>	1
7 – 6/26 – 7/2	- Ravitch & Carl – Ch. 9 - Miles et al. – Ch. 4		1, 2, 3, 4
8 – 7/3 – 7/9	Miles et al. – Ch. 5	<i>Discussion Issue 2 opens 7/3</i>	1, 2, 3, 4
9 – 7/10 – 7/16	Miles et al. – Chs. 6-10* (*participant selection depending on RQs)	<i>Discussion Issue 2 continues with a second guiding question posted on 7/10, closes 7/16</i>	1, 2, 3, 4
10 – 7/17 – 7/23	Miles et al. – Ch. 11		1, 2, 3
11 – 7/24 – 7/30	- Ravitch & Carl – Ch. 10 - Miles et al. – Ch. 12	<i>Qualitative Analysis 2.0 due 7/30</i>	1, 2, 3, 4
12 – 7/31 – 8/6		<i>Qualitative Analysis Presentation (Recorded) due 8/6</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Identify and describe various styles of design and interpretation of qualitative data.
2. Apply one or more analytic approaches to qualitative data, including appropriate reporting of data utilizing APA Style.
3. Design and deploy complex research designs with various methodologies, including mixed method approaches in data-informed decision-making.
4. Identify and develop a coding system for qualitative data analysis utilizing qualitative software for research inquiry and/or action research, as well as the assessment of organizational culture and practice.

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



Term:	Spring 2024
Course Title:	LEAD 7380 Statistics and Data Analysis – EdD23
CRN:	24191
Credits:	3 graduate credit hours
Location/Date:	Internet
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #413C – 423-425-4480 – Virtual Office Hours by Appt.

Course Catalog Description:

This course will focus on the use of statistics (descriptive and inferential), research design, and data analysis, including specific software application, for data-informed decision-making.

Course Pre-Requisites: LEAD 7060

Course Learning Outcomes (CLOs):

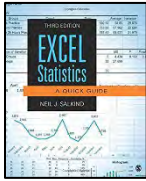
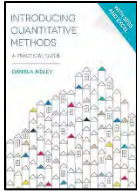
1. Demonstrate the use of statistical concepts and their role in research design
2. Demonstrate competence in analyzing and reporting data using statistical methods
3. Identify, apply and interpret the results of statistical techniques from both descriptive and inferential statistics, in a consumable data-informed decision-making approach
4. Select appropriate research methodology(ies) and conduct sample analysis designed to address professional practice and/or research questions

Relationship to Program Competencies (Comprehensive Assessment):

As aspiring scholar-practitioners of *Measurement and Inquiry*, participants will:

- Demonstrate a thorough understanding of measurement, assessment, and evaluation to include cultural-legal-ethical-technical criticisms of data analysis and decision-making practices
- Demonstrate the ability to engage with peers and interact with faculty regarding inquiry and the role of the researcher within their respective professional practice
- Evaluate and integrate the role of innovation adoption in instructional settings

Required Course Materials:*

Image	Details
	Salkind, N. J. (2015). <i>Excel statistics: A quick guide</i> (3rd ed.). Sage. ISBN: 9781483374048
	Aidley, D. (2019). <i>Introducing quantitative methods: A practical guide</i> . Bloomsbury. ISBN: 9781137487216

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
5 Quantitative Analysis Deliverables	Each Quantitative Analysis Deliverable includes 2 PowerPoint slides and a short (500-750 words) document	(100 Points each x 5) 500 Points Total	30%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Data Analysis Presentation	Data Analysis PowerPoint Presentation (10-12 minutes, recorded using Canvas Studio)	100 Points	15%
Presentation Peer Evaluations	Peer Review of Presentation via Qualtrics	100 Points	10%
Data Analysis Paper	Written Paper (3000 to 3500 words)	100 Points	25%
TOTALS		1000 Points	100%

Activity	Deliverable	Points	Weighting of Course Grade**
Weekly Optional Review Sessions	Weekly Optional Review Sessions	N/A	N/A

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Quantitative Analysis Deliverables (Written in 3rd person): Throughout the semester, you will complete a series of deliverables based on the readings and resources provided in your textbooks and UTC Learn and will conduct analyses based on the instructions. Throughout the term, you

will be exploring different problems using the dataset you found from your professional practice. Each deliverable will build upon the previous deliverable toward the completion of the final deliverables for the course—data analysis paper and presentation. Each deliverable will be scaffolded to build to the final deliverables to prepare you for conducting independent research within the scope of your project of practice.

For each of the Quantitative Analysis deliverables, you will be asked to submit two slides covering what you did and what the results tell you about these data relative to your professional practice research scenario. Throughout the term, you will be using the same dataset to explore ways to analyze data to support the decision-making process. Additionally, you should submit a short document describing the work you have done, the results, and the implications for those results.

1. *Wrangling the Data* will focus on the means through which you explore data, get to know what data you have, and the way data are measured.
2. *Data Visualization* will focus on the way results are presented in a consumable/accessible manner.
3. *Research Question Analysis* will provide you with a guide for evaluating the components of your research questions.
4. *Understanding Differences* will focus on tests of statistical differences.
5. *Relationships* will focus on the associations between variables in the context of your professional practice research scenario.

Data Analysis Paper (Written in 3rd person) & Presentation: This deliverable consists of a scholarly paper and a recorded presentation. For the culminating deliverable, you will synthesize content from the previous Quantitative Analysis deliverables in the form of a data analysis paper and a presentation of the over-arching components of the paper. You will be responsible for reporting your questions of interest (research questions and analysis document), identifying independent and dependent variables, conducting statistical analyses to answer your questions, and reporting/interpreting the results. Presentations will be recorded via CanvasStudio and will provide a summary of the Data Analysis Paper components listed above.

Data Analysis Presentation Peer Evaluations: Following the Data Analysis Presentation submission, the instructors will make each participant's presentation available for review by fellow participants. All participants will evaluate each presentation offering constructive feedback and insight into strengths, areas of improvement, and potential impact of the presentation. The feedback will be shared with the presenter along with faculty feedback.

Optional Weekly Review Sessions: Each week, the faculty will hold optional review sessions to discuss the week's content and answer any questions you may have about it. These sessions will be held synchronously via Zoom, recorded, and posted in Canvas for you to reference as needed throughout the semester.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not

required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double spacing, 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

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UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

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Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

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Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Instructional Practice Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	• <i>Introduction to Excel</i> • Salkind – How to Use this Book – Part I • Aidley – Ch. 2		1
2 – 1/15 – 1/21	• Salkind – QuickGuides 1-5, 11 • Aidley – Ch. 3	<i>Discussion Issue 1 opens 1/17</i> <i>*Meetings for dataset selection*</i>	1, 2
3 – 1/22 – 1/28	• Salkind – QuickGuides 34-40 • Salkind pps. 89-91 - <i>Using the Analysis ToolPak</i> • Aidley – Ch. 5 (pp. 117-126 & 134-154)	<i>Discussion Issue 1 continues with a second guiding question posted on 1/24</i>	1, 2, 3
4 – 1/29 – 2/4	• Salkind – QuickGuides 41-45 • Aidley – Ch. 6	<i>Discussion Issue 1 closes 1/30</i> <i>Quantitative Analysis Deliverable 1: Wrangling the Data due 2/4</i>	1, 2, 3
5 – 2/5 – 2/11	• Salkind – QuickGuides 28-33		2, 3
6 – 2/12 – 2/18	• Salkind – QuickGuides 13-17 • Aidley – Ch. 7		1, 2
7 – 2/19 – 2/25	• Salkind – QuickGuides 12-16 & 55	<i>Quantitative Analysis Deliverable 2: Data Visualization due 2/25</i>	1, 2, 3, 4
8 – 2/26 – 3/3	• Aidley – Ch. 1		2, 3, 4
9 – 3/4 – 3/10	• Salkind – QuickGuides 50-52 • Aidley – Ch. 9	<i>Quantitative Analysis Deliverable 3: Research Question Analysis due 3/10</i>	2, 3, 4
10 – 3/11 – 3/17	<i>Spring Break</i>		
11 – 3/18 – 3/24	• Salkind – QuickGuides 46-49 • Aidley – Ch. 10	<i>Discussion Issue 2 opens 3/20</i> <i>Quantitative Analysis Deliverable 4: Understanding Differences due 3/24</i>	1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
12 – 3/25 – 3/31	Aidley – Ch. 11	<i>Discussion Issue 2 continues with a second guiding question posted on 3/27</i>	2, 3, 4
13 – 4/1 – 4/7	Salkind – QuickGuides 53 & 54	<i>Discussion Issue 2 closes 4/2</i>	2, 3, 4
14 – 4/8 – 4/14	- Salkind – QuickGuides 26 & 27 - Aidley – Ch. 12	<i>Quantitative Analysis Deliverable 5: Relationships due 4/14</i>	1, 2, 3, 4
15 – 4/15 – 4/21		<i>Data Analysis Paper due 4/17</i> <i>Data Analysis Presentation (recorded) due 4/21</i>	1, 2, 3, 4
16+ – 4/22 – 4/30		<i>Presentation Peer Review opens 4/22</i> <i>Presentation Peer Review due 4/30</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Demonstrate the use of statistical concepts and their role in research design
2. Demonstrate competence in analyzing and reporting data using statistical methods
3. Identify, apply and interpret the results of statistical techniques from both descriptive and inferential statistics, in a consumable data-informed decision-making approach
4. Select appropriate research methodology(ies) and conduct sample analysis designed to address professional practice and/or research questions

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



Term:	Spring 2024
Course Title:	LEAD 7390 Research Seminar: Publishing and Presenting (Hybrid)
CRN:	26276
Credits:	3 graduate credits
Dates/Times:	Saturday, February 3 from 9:00 am – 12:00 pm ET (Hunter Hall #405/Zoom) Wednesday, April 10 (UTC Spring Research and Arts Conference – 1:00 – 3:00 pm ET, UTC University Center)
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. Cynthia T. Williamson, (Cynthia-Williamson@utc.edu) Hooper Hall #206 - 423-425-4288 - Virtual Office Hours by Appt.

Course Catalog Description:

The purpose of this course is to develop broader skills of research writing through peer-reviewed study and application. In this course, participants develop research articles/presentations based on their research agenda.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Examine and appraise appropriate research avenues for potential peer-reviewed publication related to research agenda
2. Review, propose, and develop scholarly research for peer review
3. Demonstrate advanced writing and assessment/evaluation of scholarly research

Relationship to Program Competencies (Comprehensive Assessment):

The specific competency areas addressed in this course are:

- *Research and Measurement* (link: [Leadership and Decision-Making website](#))

The course content is intended to build on knowledge and experiences gained in other doctoral level research courses. The course will utilize problem-based learning activities whereby most of the principles will be garnered through the writing components of a research article that is related to the participant's research agenda.

Required Course Materials:

Image	Details
	Select Dissertations and Articles

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Face-to-Face Class Contributions	Meaningful Contributions in Class Meeting & Live Research Poster Presentation at UTC Spring Research and Arts Conference	(100 Points each x 2) 200 Points Total	20%
UTC Spring Research and Arts Conference	Abstract & Electronic Proof of Registration (400 word maximum) Poster Submission	100 Points 100 Points	15%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	10%
Peer Partnership	Discussion and Document Review with peer partner(s)	100 Points	10%
Research Journal Article (4 written papers)	Proposed Research Journal and Rationale Research Article Outline Research Article (1.0) Research Article (2.0) and Journal Submission Documentation	(100 Points x 4) 400 Points Total	45%
	TOTALS	1100 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

UTC Spring Research and Arts Conference: UTC graduate students are invited to present research and creative projects during UTC Spring Research and Arts Conference. This annual event highlights and recognizes research and creative activities across campus. Participation will consist of the development of a digital and print poster representing the area of research (as well as in-person presentation of poster during event). The deliverables for this activity include the following items:

- **UTC Spring Research and Arts Conference Registration:** Participants will register for the event by February 25 (Event will be April 10). Specific registration information can be found at the following link:

[UTC Spring Research and Arts Conference](#) – please request the Session Three timeslot as your First Choice and Session Two as your Second Choice

This deliverable will consist of two parts: an abstract of the research project and electronic proof of registration.

- o **Abstract:** An element of the registration process will be the submission of a Word document abstract and include the following segments:
 - A brief introduction to the project/subject area
 - A hypothesis, project goal, or specific aim
 - A brief description of the methods used to address the aim/goal
 - Results
 - Conclusions or impact statement regarding the body of work

- o **Electronic Proof of Registration:** Participants will provide a screen shot of the submission for participation in the UTC Spring Research and Arts Conference
- **Digital and Print Poster & Live Presentation:** Participation in the UTC Spring Research and Arts Conference requires the creation of a digital and print research poster and presentation of a research poster (live)

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Peer Partnership: The Peer Partnership consists of two components; a peer discussion and a peer document review. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers.

Proposed Research Journal and Rationale: Identify an appropriate peer-reviewed journal for potential article publication. Your written document should provide the name, web link (if available), and general description of the journal, as well as a written rationale of the reason(s) this journal is appropriate for your research agenda.

Research Article Outline: Develop a specific and detailed outline for your journal article, including the subheadings to be used. You should review the journal's publication guide for specific headings that may be required/recommended.

Research Article (1.0 and 2.0) and Journal Submission Documentation (voice according to journal guidelines): Develop and submit the completed journal article. Your written document should be submitted to the course space and should be formatted according to the specific journal guidelines (indicate the format style in the submission text in UTC Learn). In addition, you should provide documentation (web acknowledgment, email, etc.) of your submission of the article to the specific journal.

Written Deliverables: All course deliverables should be prepared using the appropriate style for the journal you select to submit your article. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, 12-point font size, unless otherwise specified by the instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before

the due date/time.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face course meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date. If there is a possibility of attending all or part of a class meeting synchronously via video conference (Zoom), s/he should submit a request to connect via Zoom to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 7 days prior to class.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Alternate Deliverables: If a participant is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable. If the alternate deliverable request is approved by the Instructor(s), the participant will have the opportunity to demonstrate learning and to earn a portion (percentage) of the missed contribution points.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on during course(s) if connected virtually. Contribution points are directly related to ongoing engagement during course(s).

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Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

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Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	APA guide to preparing manuscripts for journal publication		1
2 – 1/15 – 1/21	MacLeod et al. - <i>Time is not enough: Promoting strategic engagement...</i>	<i>Discussion Issue 1 opens January 17</i>	1, 2, 3
3 – 1/22 – 1/28	Denney & Tewksbury – <i>How to write a literature review</i>	<i>Discussion Issue 1 continues with a second guiding question posted on January 24</i>	1, 2, 3
4 – 1/29 – 2/4	Lundstrom & Baker – <i>To give is better than to receive: The benefits of peer review...</i>	<i>Peer Partnership opens January 29</i> <i>Discussion Issue 1 closes January 30</i>	1, 2, 3
Class Meeting 2/3 Saturday, 9:00 am – 12:00 pm ET, Hunter Hall #405/Zoom			
5 – 2/5 – 2/11	Green et al. – <i>Writing narrative literature reviews for peer-reviewed journals: Secrets of the trade</i>	<i>Proposed Research Journal and Rationale due February 11</i>	1, 2
6 – 2/12 – 2/18	Thomas & Skinner – <i>Dissertation to journal article: A systematic approach</i>	<i>Discussion Issue 2 opens February 14</i>	1, 2, 3
7 – 2/19 – 2/25	Marshall & Brennan – <i>From...dissertations to quantitative research ... journals: A practical guide</i>	<i>Discussion Issue 2 continues with a second guiding question posted on February 21</i> <i>Abstract & Electronic Proof of Registration for the UTC Spring Research and Arts Conference due February 25</i>	1, 2
8 – 2/26 – 3/3	Bowen – <i>From qualitative dissertation to quality articles: Seven lessons learned</i>	<i>Discussion Issue 2 closes February 27</i> <i>Research Article Outline due March 3</i>	1, 2

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
9 – 3/4 - 3/10	Select and read an article from <i>Sample Articles</i>		1, 2
10 – 3/11 – 3/17	<i>Spring Break</i>		
11 – 3/18 – 3/24	Select and read a dissertation from the <i>Sample Dissertations</i> by the same author as week 9		1
12 – 3/25 – 3/31	O’Boyle et al. – <i>The Chrysalis Effect: How ugly initial results...</i>	<i>Research Article (1.0) due March 31</i>	1, 2, 3
13 – 4/1 – 4/7	Review agendas and specific presentations to be held at the UTC Spring Research and Arts Conference	<i>Poster and Presentation due April 3</i>	1, 2, 3
14 – 4/8 – 4/14	Bagchi et al. – <i>A field guide for the review process: Writing and responding to peer reviews</i>	<i>Live Research Poster Presentation at the UTC Spring Research and Arts Conference April 10</i>	1, 2, 3
UTC Spring Research and Arts Conference 4/10 Wednesday, 1:00 pm – 3:00 pm ET, UTC University Center			
15 – 4/15 – 4/21	McGrail et al. – <i>Publish or perish: A systematic review of interventions to increase academic publication rates</i>		1, 2, 3
16+ – 4/22 – 4/30		<i>Research Article (2.0) and Journal Submission Documentation due April 24</i>	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Examine and appraise appropriate research avenues for potential peer reviewed publication related to research agenda.
2. Review, propose, and develop scholarly research for peer-review.
3. Demonstrate advanced writing and assessment/evaluation of scholarly research.

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



Term:	Spring 2024
Course Title:	LEAD 7410 Learning Outcomes: Alignment and Analysis – EdD23
CRN:	24192
Credits:	3 graduate credit hours
Location/Date:	Internet
Faculty:	Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt.

Course Catalog Description:

This course focuses on alignment of learning outcomes with all program/course related materials, activities, and assessments. Course activities provide detailed analysis of learning outcome strategies including backward design, curriculum mapping, and other alignment practices and processes. After examining best practices and related research, participants will demonstrate application to their instructional practice.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Develop specific, measurable program and course learning outcomes related to professional practice
2. Demonstrate alignment of learning outcomes with materials, activities, and assessments
3. Design and analyze curriculum maps at the program and course level

Relationship to Program Competencies (Comprehensive Assessment):

This course relates to the *Instructional Practice* competency area, which states:

As aspiring scholar-practitioners of *Instructional Practice*, participants will:

- Demonstrate the use of curriculum mapping and analysis in evaluating the efficacy of an educational program
- Analyze, critique, and develop instructional and learning models from both theoretical and practice perspectives, including application of different modalities

Required Course Materials*:

Image	Details
	Carriveau, R. S. (2016). <i>Connecting the dots: Developing student learning outcomes and outcomes-based assessment</i> (2 nd ed). Stylus Publishing, LLC. ISBN: 9781620364802

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
Learning Outcome Application Analysis	Written Paper (1000 words minimum)	100 Points	20%
Curriculum Mapping Project	Written Paper (1500 words minimum)	100 Points	20%
Curriculum Mapping Presentation	Digital Presentation (7-9 minutes – using Canvas Studio)	100 Points	10%
Critical Reflection (<i>Instructional Practice</i>)	Written Paper (1500 words minimum)	100 Points	20%
Peer Partnership	Discussion & Paper Review, Peer Evaluation	100 Points	10%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	20%
TOTALS		800 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Learning Outcome Application Analysis (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Learning Outcome Application Analysis is used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to a learning opportunity within your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure to include your data-informed opinion and viewpoints. This deliverable must include your name and the page number in the header of each page of the submission.

Curriculum Mapping Project (may be written in first person): Assigned articles and directed readings will lead you to develop a specific curriculum mapping project for a learning opportunity within your professional practice. Using backward design principles, demonstrate application of theory to practice related to the learning opportunity. The deliverable will include both a data-informed narrative of the process as well as a detailed curriculum map (visual) documenting alignment and analysis of all related learning outcomes. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure to include your data-informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission.

Curriculum Mapping Project Presentation: Prepare and submit a digital presentation of your Curriculum Mapping Project using Canvas Studio.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum).

Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Critical Reflection (Instructional Practice): The purpose of a Critical Reflection paper is to demonstrate competency and ultimately mastery of a specific program domain. Each Critical Reflection will serve as a "cover document" for each competency area and the associated artifacts that will be shared. It should weave theoretical understanding and fluency together with knowledge of and reflection on the seminal works (primary literature associated with the specific competency); it should also demonstrate a participant's specific experiential learning and practical application in each associated competency areas. A Critical Reflection paper typically includes three well-blended elements. ***These elements are woven together throughout the work and do not stand alone as separate sections.*** Learning experiences should be intertwined with relevant theories and concepts, explanations, understanding and analysis of what learning occurred, along with what might have happened if a different plan of action had been followed. Additionally, you will upload your Critical Reflection paper to the Digital Portfolio. For additional information on Critical Reflections, please see the Doctoral Program Guide and the Canvas deliverable.

Peer Partnership: The Peer Partnership consists of three components; a peer discussion, peer document review, and peer presentation evaluation. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Peer document review will be performed using the peer partnership file function. Sharing documents via the discussion is less efficient and can result in a document not being reviewed. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers. Please refer to the rubric for more detailed expectations for success regarding this deliverable.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online

classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the UTC Student Handbook): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the

response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Instructional Practice Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	• Carriveau – Introduction & Ch. 1 • Johnson & Heath – <i>Assessment of student learning outcomes: Workplace, family, and community roles</i>	<i>Discussion Issue 1 opens 1/10</i>	1, 2
2 – 1/15 – 1/21	• Carriveau – Ch. 2 • Roessger - ...<i>Reflective activities learning outcomes and instrumental learning...</i>	<i>Discussion Issue 1 continues with a second guiding question posted on 1/17</i>	1, 2
3 – 1/22 – 1/28	• Carriveau – Ch. 3 • Peel – <i>Dual professionalism facing the challenges of continued professional development in the workplace</i> • Rausch & Crawford - <i>Curriculum mapping process: An overview</i>	<i>Discussion Issue 1 closes 1/23</i>	1, 2
4 – 1/29 – 2/4	• Noe et al. – <i>Learning in the twenty-first-century workplace</i>	<i>Peer Partnership opens 1/29</i>	1
5 – 2/5 – 2/11	• Carriveau – Ch. 4		1
6 – 2/12 – 2/18	• Carriveau – Ch. 5	<i>Learning Outcome Application Analysis due 2/18</i>	1, 2, 3
7 – 2/19 – 2/25	• Evans & Kersh – <i>Recognition of tacit skills and knowledge</i> • Carriveau – Ch. 1 (again)		1
8 – 2/26 – 3/3	• Carriveau – Ch. 6	<i>Discussion Issue 2 opens on 2/28 (one week only)</i>	1, 2
9 – 3/4 – 3/10	• Carriveau – Ch. 7	<i>Discussion Issue 2 closes on 3/5</i>	1, 2
10 – 3/11 – 3/17	<i>Spring Break</i>		

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
11 – 3/18 – 3/24	Kraiger & Ford – <i>The science of workplace instruction: Learning and development applied to work</i>		1
12 – 3/25 – 3/31	Sikarwar – <i>Outcome-based learning – An overview</i>	Curriculum Mapping Project due 3/31	1, 2, 3
13 – 4/1 – 4/7	O’Mahony et al. – <i>A comparison of lecture based and challenge based learning in a workplace setting...</i>	Curriculum Mapping Presentation due 4/3	1, 2, 3
14 – 4/8 – 4/14	Assigned readings	Critical Reflection (Instructional Practice) due 4/10 Discussion Issue 3 opens 4/10	1, 2, 3
15 – 4/15 – 4/21	Assigned readings	Peer Evaluation of Presentations due 4/21 Discussion Issue 3 continues with a second guiding question on 4/17	1, 2, 3
16+ – 4/22 – 4/30	No new readings assigned	Discussion Issue 3 closes 4/23	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Develop specific, measurable program and course learning outcomes related to professional practice
2. Demonstrate alignment of learning outcomes with materials, activities and assessments
3. Design and analyze curriculum maps at the program and course level

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



Term:	Fall 2024
Course Title:	LEAD 7465 Comprehensive Assessment Preparation
CRN:	46928
Credits:	3 graduate credit hours
Location/Date:	Internet
Faculty:	Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter Hall #415B – 423-425-5443 – Virtual Office Hours by Appt.

Course Catalog Description:

This course is typically taken during the last semester of coursework and is designed to use the virtual classroom exclusively. This course provides participants with the opportunity to explore and engage in reflective practice and critical reflection relative to learning, leadership, and professional/instructional practice. The competencies used as the foundation of the LEAD doctoral programs will be used as reference points. Participants will have the opportunity to reflect on their own experience and practice utilizing the course, the theoretical literature, peer input, and their own formal reflections as resources. The course is an exploration of the meaning and application of critical reflection and critical thinking to our experiences as active participants in the learning, leadership, and instructional/professional practice process. A Satisfactory assessment (“S” grade) results from successfully earning 84% or more of the allotted course points.

Course Pre-/Co-Requisites: Approval of department head required.

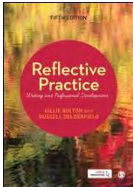
Course Learning Outcomes (CLOs):

1. Apply critical reflection and critical thinking to address complex issues and engage in reflective practice
2. Demonstrate an understanding of learning, leadership, and professional/instructional practice as they relate to the individual as well as the nature of society and social and organizational change through reflection
3. Develop the ability to recognize, cope with, and facilitate change/learning through the use of reflective practice while identifying opportunities for personal, professional and organizational growth
4. Create specific elements needed to successfully demonstrate competence in the core domains through the doctoral program comprehensive assessment

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD Doctoral Programs. In this course, the deliverables include Critical Reflection papers and documents in any or all of the competency areas. Critical Reflection papers produced for each program competency area are a synthesis of the participant's learning experiences, the relationship of the experiences to the specific theoretical knowledge base and the seminal works associated with the competency area, and a demonstration of command of scholarly communication practices and conventions. The Critical Reflections, along with the associated artifacts in the Digital Portfolio, the Vision Statement, and the final Critical Synthesis Paper will ultimately serve as the major components for demonstrable competency and mastery of the associated areas in the comprehensive evaluation process.

Required Course Materials*

Reading Image	Reading Details
	**Bolton, G. (2018). <i>Reflective practice: Writing and professional development</i> (5th ed.). Sage Publications. ISBN: 9781526411709

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** Book may have been required for previous course. The 4th edition or 5th edition is acceptable.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
Virtual Synchronous Meetings	Meeting with Faculty (3 scheduled sessions in September, October, and November)	100 Points x 3 (300 Points)	10%
Vision Statement (updated)	Written Paper	100 Points	10%
Critical Reflection (1 new - <i>Communication</i>)	Written Paper (1500 words minimum)	100 Points	15%
Peer Partnership	Peer discussion and document review	100 Points	10%

Activity	Deliverable	Points	Weighting of Course Grade**
Digital Portfolio Structure	Digital Portfolio Structure (including a minimum of 3 artifacts for each Critical Reflection submitted)	100 Points	15%
Critical Synthesis Paper (CSP) Draft & Final	Written Papers (4000 words minimum)	100 Points x 2 (200 Points)	30%
Critical Synthesis Presentation	PowerPoint Presentation Document (20-25 minutes)	100 Points	10%
TOTALS		1000 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
S	84% +	Represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter. This represents the equivalent of a B or better.
NC	Lower than 84%	Represents work that does not meet competency standards. No credit earned.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Vision Statement (updated - may be written in first person): A narrative statement indicating where the participant was at the outset of the program and the projected plan for personal and professional growth. For this deliverable, you will not make material changes to your Vision Statement. In this course, you will only revise for grammar and APA style/UTC formatting.

Monthly virtual faculty/participant meetings: During the semester, each participant will be expected to meet with the faculty (virtually via Zoom video conference) to discuss issues and progress related to the Critical Reflections and Critical Synthesis Paper. Each participant will be expected to engage in one meeting per month (September, October, and November) during the term to ensure regular, adequate progress is made. The LEAD Program Office will facilitate the scheduling of the monthly meetings. Once the meeting has been scheduled, the participant should send the faculty an agenda of topics/items to be discussed at least 24 hours prior to the scheduled meeting.

Critical Reflection - Communication (may be written in first person): You will write one new

Critical Reflection for the competency of Communication. The purpose of a Critical Reflection paper is to demonstrate competency and ultimately mastery of a specific program domain. The Critical Reflection serves as a “cover document” for each competency area and the associated artifacts that will be shared. It should weave theoretical understanding and fluency together with knowledge of and reflection on the seminal works (primary literature associated with the specific competency); it should also demonstrate a participant’s specific experiential learning, and practical application in each associated competency area. A Critical Reflection paper typically includes three well-blended elements. ***These elements are woven together throughout the work and should not stand alone as separate sections.*** Learning experiences should be intertwined with relevant theories and concepts, explanations, understanding and analysis of what learning occurred, along with what might have happened if a different plan of action had been followed. Additionally, you will upload your Critical Reflection to the Digital Portfolio. For additional information on Critical Reflections, please see the Doctoral Program Guide and the Canvas deliverable.

Digital Portfolio Structure: In this course, you will revise and submit your portfolio of documentation that corresponds directly with elements of the Comprehensive Assessment. The Digital Portfolio (links: [EdD LIP Digital Portfolio](#) & [PhD LDM Digital Portfolio](#)) contains the documentation that is reviewed to ascertain acceptable progress in terms of program requirements and the proposed course of study. Demonstration of achievement will be documented via a Digital Portfolio that the participant will assemble throughout the program, and the faculty will evaluate. The specific contents of individual portfolios will be chronicled as part of the Critical Reflection Paper for each competency area and will represent the participant’s document of record. In this course, you will need to ensure you have made instructor recommended revisions to all previously written Critical Reflections, posted all Critical Reflections to the Digital Portfolio, and for each Critical Reflection provided at least 3 artifacts for each of the required Competency Areas. Additionally, you will need to update the Home Page, Vision Statement, and Critical Synthesis Paper & Presentation sections.

Critical Synthesis Paper (CSP) Draft, Final Version & Presentation (may be written in first person): The Critical Synthesis Paper (CSP) is the culminating manuscript that is an element of the Comprehensive Assessment in the LEAD program. The CSP demonstrates the participant's knowledge and in-depth understanding while providing a complete synthesis of all competency areas. Its purpose is to reveal the participant’s demonstrable competence of the subject matter associated across the various program domains. The CSP will also confirm effective analytical abilities and writing proficiency in a holistic fashion, not be just a paper that bolts the competencies together or is merely a report on each competency area. The CSP reflects the participant's personal journey in the LEAD program. The CSP should ***not*** have separate sections labelled with the specific competency domains. ***Synthesis is the key.*** For additional information on the CSP, please see the Doctoral Program Guide and the Canvas deliverable.

Peer Partnership: The Peer Partnership consists of two primary components; a peer discussion and a peer document review. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s); please do not make direct changes in your partner’s papers.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

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Attendance & Contribution Requirements: This course is conducted completely online with a minimal synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

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Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you

have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

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Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

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Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program

Office at utclead@utc.edu.

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Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	• Doctoral Program Guide – Comprehensive Assessment • Bolton – Chs. 1-2	<i>Peer Partnership opens 8/21</i>	1, 2, 3
2 – 8/26 – 9/1	• Bolton – Chs. 3-4		1, 2, 3
3 – 9/2 – 9/8	• Bolton – Chs. 5-6	<i>Monthly virtual faculty/participant meeting</i>	1, 2, 3
4 – 9/9 – 9/15	• Bolton – Chs. 7-8	<i>Vision Statement (updated) due 9/11</i>	1, 2, 3, 4
5 – 9/16 – 9/22	• Doctoral Program Guide – Digital Portfolio and Artifacts section • OMG Standards Development Organization – Digital Artifact • WikiEducator – Digital Artefact		1, 2, 3
6 – 9/23 – 9/29	• Dirkx et al. - <i>Critical reflection and imaginative engagement...</i>	<i>Critical Reflection (Communication) due 9/29</i>	1, 2, 3, 4
7 – 9/30 – 10/6	• Vince et al. - <i>Finding critical action learning through paradox...</i>		1, 2, 3
8 – 10/7 – 10/13	• Mezirow - <i>Fostering critical reflection in adulthood...</i>	<i>Monthly virtual faculty/participant meeting</i>	1, 2, 3
9 – 10/14 – 10/20	• Provis - <i>Intuition, analysis and reflection in business ethics</i>	<i>Critical Synthesis Paper Draft due 10/20</i>	1, 2, 3, 4
10 – 10/21 – 10/27	• No assigned readings		
11 – 10/28 – 11/3	• Weingarten - <i>The art of reflection: Turning the strange into the familiar</i>		1, 2, 3
12 – 11/4 – 11/10	• Schmidt-Wilk - <i>Reflection: A prerequisite for developing the "CEO" of the brain</i>	<i>Monthly virtual faculty/participant meeting</i>	1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
13 – 11/11 – 11/17	American Association of Colleges and Universities - ePortfolios	<i>Digital Portfolio Structure due 11/17</i>	1, 2, 3, 4
14 – 11/18 – 11/24	Travers et al. - <i>Self-reflection, growth goals, and academic outcomes: A qualitative study</i>	<i>Critical Synthesis Paper Final due 11/24</i>	1, 2, 3, 4
15 – 11/25 – 12/1	No assigned readings		
16+ – 12/2 – 12/10	Mezirow - <i>On critical reflection</i>	<i>Critical Synthesis Presentation due 12/4</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Apply critical reflection and critical thinking to address complex issues and engage in reflective practice
2. Demonstrate an understanding of learning, leadership, and professional/instructional practice as they relate to the individual as well as the nature of society and social and organizational change through reflection
3. Develop the ability to recognize, cope with, and facilitate change/learning through the use of reflective practice while identifying opportunities for personal, professional and organizational growth
4. Create specific elements needed to successfully demonstrate competence in the core domains through the doctoral program comprehensive assessment

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



Term:	Fall 2024
Course Title:	LEAD 7500 Learning Models, Design, & Communication (Hybrid) – PhD23
CRN:	47665
Credits:	3 graduate credit hours
Location:	Hunter Hall #404 & Virtual Classroom
Dates/Times:	Saturdays: August 24 (12:00 – 4:00 pm ET), September 28 (12:30 – 3:30 pm ET), October 19 (12:30 – 3:30 pm ET), November 16* (9:00 am – 12:00 pm ET) <i>*Combined LEAD 7250/7500 class meeting on November 16 from 9:00 am – 12:00 pm ET</i>
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. Ashleigh Pipes, (Ashleigh-Pipes@utc.edu) Hunter Hall #413C – 423-425-5913 – Virtual Office Hours by Appt.

Course Catalog Description:

This course focuses on the interrelationship among learning theories, learning models, and learning design. Course activities require participants to compare, contrast, and apply learning design and delivery process models that have emerged from recent major theoretical paradigms. Participants review origins and features of design procedures and demonstrate knowledge of the models by creating and presenting design products including planning, implementation, assessment and evaluation models that reflect theory-based concepts.

Co-Requisite: LEAD 7250 or department head approval.

Course Learning Outcomes (CLOs):

1. Demonstrates and applies knowledge and comprehension of major approaches to conceptualizing learning products and design
2. Develops arguments to support relevance of learning and communication theories to planned future work
3. Evaluates and critiques learning design and communication models
4. Supports and defends data-informed positions when challenged in public and academic settings, responding with professionalism and respect

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD Doctoral Programs. The specific competency areas addressed in this course are ***Communication*** and ***Leadership and Learning***.

As inquiring scholars of ***Communication***, participants will:

- Construct, articulate, present, and defend academic work using both verbal and written communication including appropriate use of technology
- Demonstrate civil, active, and effective communication reflecting the use of humble inquiry and emotional intelligence concepts in interpersonal, academic, and organizational settings

As inquiring scholars of ***Leadership and Learning***, participants will:

- Differentiate and articulate leadership and learning theoretical constructs and how they interconnect and contribute to organizational performance and process
- Describe and articulate leadership and learning styles as well as be able to demonstrate how they fit into the leadership and learning processes as relate to the cultural and organizational environment of professional practice

Required Course Materials*

Image	Details
	Zarembo, A.J. (2021). <i>Organizational communication: Foundations for collaboration</i> . 4th ed (revised). ISBN: 9781792493317
	**Rogers, E.M. (2003). <i>Diffusion of innovations</i> (5th ed.). Simon and Schuster. ISBN: 9780743222099

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** Book required for previous course.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in class	(100 Points each x 4) 400 Points Total	30%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Organizational Effectiveness and Learning Opportunity Analysis	Problem Statement (500 words minimum) Problem Statement & Literature Review (1500 words minimum) Complete OELOA final paper including cultural and ethical aspects (2000 word minimum)	(100 Points each x 3) 300 Points Total	40%
Organizational Effectiveness and Learning Opportunity Analysis Presentation	PowerPoint Presentation (10-12 minutes)	100 Points	10%
TOTALS		1000 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work that exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	“C” represents an evaluation of work that needs improvement relative to standards of competency but lacks some areas of thorough understanding of the subject matter.
F	74% and lower	“F” represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least 2 different days per week while the discussion is open (for a total of 4 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue." *Please note that all discussion issues are "continued" with a second guiding question from the initial discussion in the LEAD 7250 course.*

Organizational Effectiveness and Learning Opportunity Analysis (should be written in 3rd person): Based on the requirements defined in the course space, identify and analyze the need in terms of a learning solution including problem statement, literature background, cultural implications, and outcomes to be achieved through learning design. This overarching deliverable of an organizational effectiveness and learning opportunity analysis will be accomplished through the completion of three components:

1. *Organizational Effectiveness and Learning Opportunity Analysis – Problem Statement:* This component will consist of the overarching problem statement. The intent for this deliverable is to provide a brief description of the challenge to be addressed as the topic of the analysis. You should get your topic approved by the instructor(s) before making significant progress on the development of your analysis.
2. *Organizational Effectiveness and Learning Opportunity Analysis Literature Review:* This component will the recommended revisions to the Problem Statement as well as the addition of a literature review component that will be used to support the subsequent analysis of the topic presented.
3. *Organizational Effectiveness and Learning Opportunity Analysis Final Paper:* This third iteration will include recommended revisions to the prior components and an analysis of the topic including learning from the literature, as well as cultural and ethical aspects of the learning design.

Organizational Effectiveness and Learning Opportunity Analysis Presentation: During the last combined face-to-face class session for LEAD 7250 and 7500, you will be expected to present your Organizational Effectiveness and Learning Opportunity Analysis to the instructor(s) and your peers. In addition, you will be asked to assess your peers' projects.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face class meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Zoom Accommodation Request: If there is a possibility of attending all or part of a class meeting synchronously via Zoom video conference, the participant should submit a request to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 48 hours prior to class. Once approved, the Program Office will send the participant a calendar invitation with the Zoom meeting link.

Alternate Deliverable Request: If a participant is unable to attend the class session in person or connect via Zoom video conference synchronously, the participant may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable, preferably a minimum of 48 hours prior to class. If an alternate deliverable is requested, the participant will have the opportunity to demonstrate learning and *to earn a portion (percentage)* of the missed contribution points.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify the Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and

shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the Instructor(s), participants are expected to keep their webcams turned on during class meeting(s) if connected virtually. Contribution points are directly related to ongoing engagement during class meeting(s).

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

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Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	• Zarembo – Ch. 1 • Paas et al. - <i>Cognitive load theory</i> • Christensen - <i>Role of theory in instructional design</i>		1, 2, 3
Class Meeting 8/24 Saturday, 12:00 – 4:00 pm ET, Hunter Hall #405			
2 – 8/26 – 9/1	• Zarembo – Ch. 2 • Rogers – <i>Communication channels</i>, pp. 18-19		1, 3
3 – 9/2 – 9/8	• Zarembo – Ch. 3 • Simms & Knowlton. - <i>Ideas in practice...</i> • Chan - <i>Designing an online class using a constructivist approach</i>	Discussion Issue 1 opens September 4 (continued from LEAD 7250)	1, 2, 3, 4
4 – 9/9 – 9/15	• Zarembo – Ch. 4 • Picciano - <i>Blending with purpose...</i> • Rogers – <i>Communication channels by stages of the innovation-decision process</i>, pp. 204-213	Discussion Issue 1 closes September 10 Organizational Effectiveness and Learning Opportunity Analysis (OELOA) Problem Statement due September 15	1, 2, 3, 4
5 – 9/16 – 9/22	• Zarembo – Ch. 5 • Rogers – <i>Models of communication</i>, pp. 303-308, 337-339 • Roytek - <i>Enhancing instructional design efficiency</i>		1, 2, 3
6 – 9/23 – 9/29	• Zarembo – Ch. 6 • Vercic & Spoljaric – <i>Managing internal communications</i>		1, 2, 3, 4
Class Meeting 9/28 Saturday, 12:30 – 3:30 pm ET, Hunter Hall #405			

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
7 – 9/30 – 10/6	Zarembo – Ch. 7	<i>OELOA Problem Statement & Literature Review due October 6</i>	1, 2, 3
8 – 10/7 – 10/13	- Zarembo – Ch. 8 - Lane et al. – <i>Teams in the digital workplace</i>		1, 3
9 – 10/14 – 10/20	- Zarembo – Ch. 9 - Szhudlarek et al. – <i>Communication and culture in international business</i>		1, 2, 3, 4
Class Meeting 10/19 Saturday, 12:30 – 3:30 pm ET, Hunter Hall #404			
10 – 10/21 – 10/27	- Zarembo – Ch. 10 - Prahl & Goh – <i>Rogue machines and crisis communication</i>		1, 3
11 – 10/28 – 11/3	Zarembo – Ch. 11		1, 3
12 – 11/4 – 11/10	Werder & Holtzhausen – <i>Organizational structures and ... communication ...</i>	<i>OELOA Final paper due November 10</i>	1, 2, 3, 4
13 – 11/11 – 11/17	Christensen & Cornelissen - <i>Bridging corporate and organizational communication</i>	<i>Organizational Effectiveness and Learning Opportunity Analysis Presentation due November 15, presented during class on November 16</i>	1, 2, 3, 4
Class Meeting 11/16 Saturday, 9:00 am – 12:00 pm ET, Hunter Hall #404 (combined LEAD 7250/7500 class meeting)			
14 – 11/18 – 11/24	Coric et al. – <i>Does good internal communication enhance life satisfaction?</i>		1, 3
15 – 11/25 – 12/1	Lee – <i>Dynamics of symmetrical communication within organizations</i>		1, 3
16+ – 12/2 – 12/10		<i>Discussion Issue 2 opens December 4 (continued from LEAD 7250), closes December 10</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Demonstrates and applies knowledge and comprehension of major approaches to conceptualizing learning products and design
2. Develops arguments to support relevance of learning and communication theories to planned future work
3. Evaluates and critiques learning design and communication models
4. Supports and defends data-informed positions when challenged in public and academic settings, responding with professionalism and respect

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



Term:	Fall 2024
Course Title:	LEAD 7550 Leadership Perspectives: Cultural Issues and Influence (Hybrid)
CRN:	47666
Credits:	3 graduate credits
Location:	Hunter Hall #405/Zoom & Virtual Classroom
Dates/Time:	Fridays: September 27, October 18, November 15 from 5:00 – 8:00 pm ET
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. Mike Breakey, (Mike-Breakey@utc.edu) Hunter Hall #415C – 423-425-4429 – Virtual Office Hours by Appt.

Course Catalog Description: This course will examine the roles of cultural issues and other perspectives of influence within leadership practice and theory. Participants will read related literature representing a wide array of the multifaceted focus of the course. Learners will conceptually analyze and apply these concepts, both theoretically and practically, in relation to their professional practice.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

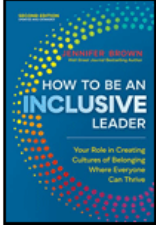
Course Learning Outcomes (CLOs):

1. Articulate individual differences and similarities in relationship to the leadership process practice from both theoretical and practical perspectives
2. Prioritize approaches to a variety of cultural issues and how they relate to influence in leadership processes utilizing various theoretical approaches along with practical application to professional practice
3. Examine an aspect of a current sphere of interest that may be impacted by culture and influence concerns/issues, specifically as relate to individual differences
4. Describe how culture and influence are related and germane to inclusive leadership processes and specific participants' professional practice

Relationship to Program Competencies:

This course is related to all of the core competency areas in the LEAD Doctoral Programs. In this course, the deliverables include conceptual and issue analyses including reflection in any or all of the competency areas. These conceptual and issue analysis papers are a weaving of the participant's learning experiences, the relationship of the experiences to the specific theoretical concepts and theories associated with the competency areas, and a demonstration of scholarly communication practices and conventions.

Required Course Materials:

Image	Details
	Brown, J. (2022). <i>How to be an inclusive leader: Your role in creating cultures of belonging where everyone can thrive.</i> (2nd ed.) Berrett-Kohler. ISBN: 9781523002009

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
Inclusive Leader Continuum Assessment	Pre-Assessment & Post-Assessment	(100 points x 2) 200 Points Total	5%
3 Synchronous Class Contributions	Meaningful Contributions in Class Meetings	(100 Points each x 3) 300 Points Total	25%
2 Discussion Issues	Meaningful Contributions to the Discussion Issues	(100 Points each x 2) 200 Points Total	20%
Conceptual Application Analysis	Written Paper (1500 words minimum)	100 Points	20%
Issue Analysis & Issue Analysis Presentation	Written Paper (2000 words minimum)	100 Points	20%
	PowerPoint Presentation (8-10 min, followed by 2-3 minutes Q&A)	100 Points	10%
TOTALS		1000 Points	100%

** Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.

Final Grade	Percentages	Definitions
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	"F" represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Synchronous Class Meetings: Synchronous sessions are designed to be sharing opportunities conducted live. It is these sessions that allow the course to be designated as hybrid and we believe provide an important opportunity to share information, work in groups to present and discuss issues and engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least 2 different days while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Conceptual Application Analysis (may be written in 1st person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Conceptual Application Analysis is used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission. Please see Canvas course space for the specific prompt.

Issue Analysis Paper & Presentation (should be written in 1st person): Identify a specific situation or circumstance that you have personal awareness of within your professional practice, area of expertise, or area of interest that is related to the leadership process, cultural issues (gender, race, etc.), and influence. Begin the paper with a detailed description of the situation (protecting the names/privacy of those involved). Next, using course materials, directed readings, course discussion,

previous LEAD 7550 Leadership Perspectives: Cultural Issues and Influence experiential learning, and pertinent theoretical constructs, analyze the situation as relates to the theory and your own professional practice. This Issue Analysis is used to develop, demonstrate, and assess your comprehension, examination, and synthesis of the course content and theoretical constructs and demonstrate advanced critical thinking skills. As you reflect on your specific situation, please weave concepts addressed in the related readings to identify key problems, uncover possible solutions, and recommend data-informed next steps. Make sure you include your informed opinion and viewpoints as well as concepts drawn from significant related literature.

You will present your Issue Analysis during the final class meeting.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all synchronous class sessions in person or via Zoom video conference. Synchronous course meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the synchronous sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Zoom Attendance Request: To request to attend a class meeting synchronously via Zoom video conference, the participant should contact the Instructors (Cc: utclead@utc.edu) to request the Zoom connection information, preferably a minimum of 48 hours prior to class. Once approved, the Program Office will send the participant a calendar invitation with the Zoom meeting link.

Alternate Deliverable Request: If a participant is unable to attend the class session or connect via Zoom video conference synchronously, the participant may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable, preferably a minimum of 48 hours prior to class. If an alternate deliverable is requested, the participant will have the opportunity to demonstrate learning and *to earn a portion (percentage)* of the missed contribution points.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify the Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the Instructor(s), participants are expected to keep their webcams turned on during class meeting(s) if connected virtually. Contribution points are directly related to ongoing engagement during class meeting(s).

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Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance

with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	- Brown – Introduction & Ch. 1 - Longman et al. - <i>How organizational culture shapes women's leadership experiences</i> - Dove - <i>Overcoming the male leadership culture</i>	<i>Inclusive Leader Continuum Pre-Assessment due August 25</i>	1, 2, 3, 4
2 – 8/26 – 9/1	- Ayman & Korabik - <i>Leadership - Why gender and culture matter</i> Welp - White men: Time to discover your cultural blind spots (video)	<i>Discussion Issue 1 opens August 28</i>	3
3 – 9/2 – 9/8	- Brown – Ch. 2 - Sims & Carter - <i>African American women executive leadership model</i>	<i>Discussion Issue 1 closes September 3</i>	3
4 – 9/9 – 9/15	Bystydzienski et al. - <i>The leadership role of college deans and department chairs in academic culture change</i>		1, 3, 4
5 – 9/16 – 9/22	Brown – Ch. 3	<i>Conceptual Application Analysis due September 22</i>	1, 2, 3, 4
6 – 9/23 – 9/29	Holt & Devore - <i>Culture, gender, organizational role, and styles of conflict resolution</i>		1, 2, 3, 4
Class Meeting 9/27 Friday, 5:00 – 8:00 pm ET, Hunter Hall #405/Zoom			
7 – 9/30 – 10/6	- Brown – Ch. 4 - Sinek – <i>What diversity and inclusion is really about</i>		3
8 – 10/7 – 10/13	Malik & Singh – <i>Transformational leadership and cultural minorities...</i>		1, 3, 4
9 – 10/14 – 10/20	Brown – Ch. 5		1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
Class Meeting 10/18 Friday, 5:00 – 8:00 pm ET, Hunter Hall #405/Zoom			
10 – 10/21 – 10/27	Lee & Zhang – <i>The value of public organizations' diversity reputation...</i>	<i>Issue Analysis Paper due October 27</i>	1, 2, 3, 4
11 – 10/28 – 11/3	Dominguez – <i>Inclusion revolution</i>		1, 2, 3, 4
12 – 11/4 – 11/10	Brown – Ch. 6		1, 2, 3, 4
13 – 11/11 – 11/17	Articles as assigned	<i>Issue Analysis Presentation PowerPoint due November 14; Presentation during class on November 15</i>	1, 2, 3, 4
Class Meeting 11/15 Friday, 5:00 – 8:00 pm ET, Hunter Hall #405/Zoom			
14 – 11/18 – 11/24	Shinnar et al. - <i>Entrepreneurial perceptions and intentions - The role of gender and culture</i>		1, 2, 3
15 – 11/25 – 12/1	Articles as assigned	<i>Inclusive Leader Continuum Post-Assessment due December 1</i>	1, 2, 3
16+ 12/2 – 12/10	Articles as assigned	<i>Discussion Issue 2 opens December 4, closes December 10</i>	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Articulate individual differences and similarities in relationship to the leadership process practice from both theoretical and practical perspectives
2. Prioritize approaches to a variety of cultural issues and how they relate to influence in leadership processes utilizing various theoretical approaches along with practical application to professional practice
3. Examine an aspect of a current sphere of interest that may be impacted by culture and influence concerns/issues, specifically as relate to individual differences
4. Describe how culture and influence are related and germane to inclusive leadership processes and specific participants' professional practice

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



Term:	Summer 2024
Course Title:	LEAD 7560 Leadership: Accountability in Practice – EdD23
CRN:	81991
Credits:	3 graduate credit hours
Location/Date:	Internet
Faculty:	Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt.

Course Catalog Description: The course focuses on leadership accountability related to professional practice, examining the process from a theoretical and applied perspective. Course activities will require comparing and contrasting organizational efficacy and leadership performance modeling to create an ethical and transparent process. Trust and its relationship to concepts of authenticity, integrity and accountability will be explored.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Analyze leadership processes and practices and the role of accountability in professional practice
2. Examine ethical leadership practices related to social influence and culture
3. Prioritize factors that contribute to measurement and accountability of leadership events

Relationship to Program Competencies (Comprehensive Assessment):

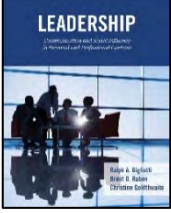
This course relates to the Learning and Leadership competency area, which states:

Aspiring scholar-practitioners of *Learning and Leadership*, participants will:

- Assess established interpretations, and explore implications of theories, ideas, conditions, and/or practice, including construction of alternative interpretations, applications, and/or theoretical frameworks
- Discriminate, evaluate, and synthesize how learning and leadership contribute to the organizational and instructional processes

- Describe and articulate leadership and learning styles as well as be able to demonstrate how they fit into the leadership and learning processes as relate to the cultural and organizational environment of professional practice

Required Course Materials*:

Image	Details
	Gigliotti, R., Ruben, B., and Goldthwaite, C. (2017). <i>Leadership: Communication and social influence in personal and professional contexts</i> . ISBN: 9781524942137
	Doerr, J. (2018). <i>Measure what matters: How Google, Bono, and the Gates Foundation rock the world with OKRs</i> . Portfolio (Penguin Books). ISBN: 9780525536222

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Discussion Issues	Meaningful Contributions to the Discussion Issues	(100 Points each x 2) 200 Points Total	20%
Conceptual Application Analysis	Written Paper (1500 words minimum)	200 Points	20%
Critical Reflection (<i>Learning and Leadership</i>)	Written Paper (1500 words minimum)	100 Points	20%
OKR Plan & Paper & Presentation	Written Paper (1500 words minimum – not including the OKR spreadsheet)	100 Points	25%
	PowerPoint Presentation (8-10 min, submitted via Canvas Studio)	100 Points	10%

Activity	Deliverable	Points	Weighting of Course Grade**
Peer Evaluation	Online evaluation of peer presentations	100 Points	5%
TOTALS		800 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	“C” represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	“F” represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Conceptual Application Analysis - May be written in 1st person: Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Conceptual Application Analysis is used to develop and assess

your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. Each deliverable must have your name and the page number in the header of each page of the submission. Please see Canvas course space for specific prompt.

Critical Reflection (Learning and Leadership) – May be written in 1st person: The purpose of a Critical Reflection paper is to demonstrate competency and ultimately mastery of a specific program domain. Each Critical Reflection will serve as a “cover document” for each competency area and the associated artifacts that will be shared. It should weave theoretical understanding and fluency together with knowledge of and reflection on the seminal works (primary literature associated with the specific competency); it should also demonstrate a participant’s specific experiential learning and practical application in each associated competency areas. A Critical Reflection paper typically includes three well-blended elements. ***These elements are woven together throughout the work and do not stand alone as separate sections.*** Learning experiences should be intertwined with relevant theories and concepts, explanations, understanding and analysis of what learning occurred, along with what might have happened if a different plan of action had been followed. Additionally, you will upload your Critical Reflection paper to the Digital Portfolio. For additional information on Critical Reflections, please see the Doctoral Program Guide and the Canvas deliverable.

OKR Plan & Paper & Presentation – May be written in 1st person: As a doctoral scholar/practitioner, it's essential to develop a set of OKRs that will help guide your professional growth and development. In this deliverable, you will create a set of OKRs that are specific, measurable, achievable, relevant, and time-bound (SMART) related to your professional practice. Begin by identifying the specific area of your professional practice that you would like to focus on. For example, if you're in marketing, you might choose to focus on developing your skills in social media marketing.

Once you have identified your area of focus, define three specific objectives that you would like to achieve related to your professional practice. Your objectives should be SMART and should reflect your professional goals. For example, one objective might be to increase your social media engagement by 50% within the next six months. For each objective, develop three key results that will help you measure your progress and determine whether you have achieved your objective. Your key results should be specific, measurable, and time bound. For example, if your objective is to increase your social media engagement by 50% within the next six months, one key result might be to post three times per week on Instagram, resulting in a 20% increase in engagement within the first month. Discuss the specific actions that you will take to achieve your objectives. Include any resources or support that you will need to accomplish your goals.

Finally, critically reflect on the process of developing your OKRs. Discuss any challenges that you faced and how you overcame them. Also, discuss how you plan to monitor and evaluate your progress towards achieving your objectives. This deliverable will include a written paper (MS Word) and spreadsheet (MS Excel).

You will present your OKR Plan using Canvas Studio, a PowerPoint presentation, and your webcam.

Presentation Peer Evaluations: Following the OKR Plan Presentations submission, the instructors will make each participant's presentation available for review. All participants will evaluate each presentation, offering valuable feedback and insight into strengths, areas of improvement, and potential impact of the presentation. The feedback will be shared with the presenter along with faculty assessment.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

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Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	- Gigliotti et al. – Chs. 1-4 - Doerr – Chs. 1-2 - Ghanem & Castelli – <i>Accountability and moral competence promote ethical leadership</i>		2
2 – 5/22 – 5/28	- Gigliotti et al. – Ch. 5 - Doerr – Chs. 1-2 - Indeed Editorial Team – <i>Accountable leadership: Definition and . . .</i>	Discussion Issue 1 opens 5/22	1, 2, 3
3 – 5/29 – 6/4	- Gigliotti et al. – Ch. 6 - Doerr – Ch. 3 - Skedsmo & Huber – <i>Forms and practices of accountability in education</i>	Discussion Issue 1 continues with a second guiding question on 5/29, closes 6/4	1, 2, 3
4 – 6/5 – 6/11	- Gigliotti et al. – Ch. 7 - Doerr – Chs. 4-5 - Brogan – <i>What is leadership accountability and why is it so important?</i>	CAA due 6/9	1, 2, 3
5 – 6/12 – 6/18	- Doerr – Ch. 6 - Cantero-Gomez – <i>The 5 rules followed by accountable leaders</i> - Jenkins et al. – <i>Leadership: A critical bridge to accountability</i>		2
6 – 6/19 – 6/25	- Gigliotti et al. – Ch. 8 - Doerr – Chs. 7-8 - Gannon-Slater et al. – <i>Advancing equity in accountability...</i>	Discussion Issue 2 opens 6/19	1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
7 – 6/26 – 7/2	- Gigliotti et al. – Ch. 9 - Doerr – Chs. 9-11	<i>Discussion Issue 2 continues with a second guiding question on 6/26, closes 7/2</i>	1, 2, 3
8 – 7/3 – 7/9	- Doerr – Chs. 12-14 - Betterworks – <i>Accountability in Leadership</i> - Iordanoglon – <i>Future trends in leadership development...</i>		2
9 – 7/10 – 7/16	- Gigliotti et al. – Ch. 10 - Doerr – Chs. 15-16	<i>Critical Reflection (Learning and Leadership) due 7/14</i>	1, 2, 3
10 – 7/17 – 7/23	- Gigliotti et al. – Ch. 11 - Doerr – Ch. 17	<i>OKR Plan & Paper due 7/21</i>	1, 2, 3
11 – 7/24 – 7/30	- Gigliotti et al. – Ch. 12 - Doerr – Chs. 18-19	<i>OKR Presentation (Recorded) due 7/24</i>	1, 2, 3
12 – 7/31 – 8/6	Doerr – Chs. 20-21	<i>Peer Evaluation of Presentations due 8/4</i>	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Analyze leadership processes and practices and the role of accountability in professional practice
2. Examine ethical leadership practices related to social influence and culture
3. Prioritize factors that contribute to measurement and accountability of leadership events

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



Term:	Spring 2024
Course Title:	LEAD 7610 Measurement, Evaluation and Assessment (Hybrid) – PhD22
CRN:	26278
Credits:	3 graduate credit hours
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Time:	Saturdays: January 20, February 24, March 23, April 20 1:00 – 5:00 pm ET
Faculty:	Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter Hall #415B – 423-425-5443 – Virtual Office Hours by Appt.

Catalog Course Description:

Discusses 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.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Demonstrate a thorough understanding of assessment and the major events regarding measurement, to include cultural, legal, ethical, and technical criticisms of measurement and assessment practices.
2. Demonstrate the ability to match various approaches of existing and evolving alternatives in measurement and assessment to specific required outcomes.
3. Interpret information from processes and instruments associated with each of the major models of measurement and assessment.

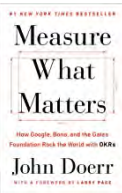
Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD Doctoral Programs. The specific competency areas addressed in this course are the *Research and Measurement* competencies.

As aspiring scholar-practitioners of *Research and Measurement*, participants will:

- Inquire and apply specific methodology and data to investigate and examine meaningful research questions related to organizational leadership, learning, and decision-making
- Demonstrate a thorough understanding of individual and group performance measurement, to include cultural-legal-ethical-technical criticisms of measurement and research practices
- Discriminate between and apply the existing and evolving alternatives in research and measurement and be able to align and conduct appropriate methodology to demonstrate required outcomes

Required Course Materials *

Image	Details
	**Gliner, J.A., Morgan, G.A., & Leech, N.L. (2017). <i>Research methods in applied settings</i> (3rd ed.). Routledge Taylor & Francis. ISBN: 9781138852976
	Doerr, J. (2018). <i>Measure what matters: How Google, Bono, and the Gates Foundation rock the world with OKRs</i>. Portfolio (Penguin Books). ISBN: 9780525536222
	Hubbard, D.W. (2014). <i>How to measure anything: Finding the value of intangibles in business</i> (3rd ed.). Wiley. ISBN: 9781118539279

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** Book required for previous course.

Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	20%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	25%
Conceptual Application Analyses (2 submissions)	Written Papers Initial Submission – CAA 1.0 (1000 words minimum) Revised Submission – CAA 2.0 (1500 words minimum)	(100 Points each x 2) 200 Points Total	40%
Conceptual Application Analysis Presentation	PowerPoint Presentation (8-10 minutes followed by 5 minutes of Q&A)	100 Points	15%
TOTALS		1000 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that

instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Conceptual Application Analyses (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for the application of concepts from the readings. Conceptual Application Analyses are used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in each page's header of the submission.

This deliverable will be completed in two parts. The initial submission (1.0) will consist of a draft based on your professional practice, your readings in the course, and classroom activities.

The revision (2.0) for this deliverable will be a refinement and extension (increased depth) that will include any additional learning and information discovered due to your discussions, readings, and classroom activities.

Conceptual Application Analysis Presentation: Using the Conceptual Application Analysis (2.0), develop and present your measurement problem/project during the last class meeting. Your presentation will discuss the measurement challenge you would like to address, particularly related to your professional practice. Using a measurement problem from your professional practice, analyze that problem regarding measurement, assessment, and evaluation considering:

- any perceived immeasurables and how they could be measured
- steps you would take regarding calibration, quantifying risk, and the value of information
- the use of decomposition of the measurement challenge
- data collection

- the impact of preference and attitude on the management, assessment, and evaluation process

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face course meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date. If there is a possibility of attending all or part of a class meeting synchronously via video conference (Zoom), s/he should submit a request to connect via Zoom to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 7 days prior to class.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Alternate Deliverables: If a participant is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable. If the alternate deliverable request is approved by the Instructor(s), the participant will have the opportunity to demonstrate learning and to earn a portion (percentage) of the missed contribution points.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on during course(s) if connected virtually. Contribution points are directly related to ongoing engagement during course(s).

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of

AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

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Syllabus Agenda

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	- Hubbard – Chs. 1-2 - Doerr – Chs. 1-3		1
2 – 1/15 – 1/21	- Hubbard – Ch. 3 - Mari – <i>Epistemology of measurement</i> - Tal – <i>Old and new problems in philosophy of measurement</i>	<i>Discussion Issue 1 opens 1/17</i>	1, 2
Class Meeting 1/20 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
3 – 1/22 – 1/28	- Hubbard – Chs. 4-5 - Doerr – Chs. 4-6	<i>Discussion Issue 1 continues with a second guiding question posted on 1/24</i>	1, 2
4 – 1/29 – 2/4	- Hubbard – Chs. 6-7 - Doerr – Chs. 7-9 - Basso – <i>The appeal to robustness in measurement practice</i>	<i>Discussion Issue 1 closes 1/30</i>	1, 2
5 – 2/5 – 2/11	Hubbard – Chs. 8-9		1, 2, 3
6 – 2/12 – 2/18	- Hubbard – Ch. 10 - Doerr – Chs. 10-11	<i>Discussion Issue 2 opens 2/14</i>	1, 2, 3
7 – 2/19 – 2/25	- Hubbard – Ch. 11 - Doerr – Chs. 12-14	<i>Conceptual Application Analysis (1.0) due 2/21</i> <i>Discussion Issue 2 continues with a second guiding question posted on 2/21</i>	2, 3
Class Meeting 2/24 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
8 – 2/26 – 3/3	- Long & Johnson – <i>Rigour, reliability, and validity in qualitative research</i> - Chenhall – <i>Integrative strategic performance measurement systems</i> - Golafshani – <i>Understanding reliability and validity in qualitative research</i> - Veinott et al. – <i>Evaluating the effectiveness of the pre-mortem technique...</i>	Discussion Issue 2 closes 2/27	2, 3
9 – 3/4 - 3/10	- Hubbard – Ch. 12 - Doerr – Chs. 15-17		2, 3
10 – 3/11 – 3/17	<i>Spring Break</i>		
11 – 3/18 – 3/24	- Hubbard – Ch. 13 - Doerr – Chs. 18-20		2, 3
Class Meeting 3/23 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
12 – 3/25 – 3/31	- Hubbard – Ch. 14 - Doerr – Ch. 21	Discussion Issue 3 opens 3/27 Conceptual Application Analysis (2.0) due 3/27	1, 2, 3
13 – 4/1 – 4/7		Discussion Issue 3 continues with a second guiding question posted on 4/3	1, 2, 3
14 – 4/8 – 4/14	Gliner – Chs. 9, 11, 12	Discussion Issue 3 closes 4/09	1, 2, 3
15 – 4/15 – 4/21		Conceptual Application Analysis Presentation due 4/19, presented during class 4/20	1, 2, 3
Class Meeting 4/20 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #405			
16+ – 4/22 – 4/30	Chiang et al. - <i>Reliability and Validity of Measurement</i>		2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Demonstrate a thorough understanding of assessment and the major events regarding measurement, to include cultural, legal, ethical, and technical criticisms of measurement and assessment practices.
2. Demonstrate the ability to match various approaches of existing and evolving alternatives in measurement and assessment to specific required outcomes.
3. Interpret information from processes and instruments associated with each of the major models of measurement and assessment.

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



Term:	Fall 2024
Course Title:	LEAD 7640 Program Evaluation: Outcomes – EdD23
CRN:	45090
Credits:	3 graduate credit hours
Location/Date:	Internet
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #412B – 423-425-4480 – Virtual Office Hours by Appt.

Course Catalog Description:

In this course, participants will develop a detailed evaluation plan. The evaluation plan will be based upon and follow a recognized model of program evaluation and must provide clear evidence of adhering to recognized program standards of utility, feasibility, propriety and accuracy. The course is product-oriented and plan development will be closely monitored by the course instructor(s).

Course Prerequisite: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

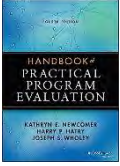
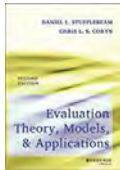
1. Synthesize the commentary of expert evaluators and apply to your professional practice
2. Utilize (JCSEE) program evaluation standards to identify program outcomes and develop appropriate evaluation measures
3. Create an appropriate, standards-based, evaluation plan
4. Develop a process for evaluating programs through a program evaluation plan

Relationship to Program Competencies (Comprehensive Assessment):

As inquiring scholars of *Measurement and Inquiry*, participants will:

- Demonstrate a thorough understanding of measurement, assessment, and evaluation to include cultural-legal-ethical-technical criticisms of data analysis and decision-making practices
- Demonstrate the ability to engage with peers and interact with faculty regarding inquiry and the role of the researcher within their respective professional practice
- Evaluate and integrate the role of innovation adoption in professional/instructional settings

Required Course Materials*:

Image	Details
	Newcomer, K. E., Wholey, J. S., & Hatry, H. P. (2015). <i>Handbook of practical program evaluation</i> . (4 th ed.). Jossey-Bass. ISBN 9781118893609
	Yarbrough, D. B., Shulha, L. M. , Hopson, R. K., & Caruthers, F. L. (2011). <i>The program evaluation standards: A guide for evaluators and evaluation users</i> . (3 rd ed.). Sage. ISBN 978412989084
	Stufflebeam, D. L., & Coryn, C. L. S. (2014). <i>Evaluation theory, models & applications</i> . (2 nd ed.). Jossey-Bass. ISBN 9781118074053

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Evaluation Plan Proposal Outline	Written document (1-2 page detailed outline)	100 Points	10%
Peer Partnership	Discussion and Document Review	100 Points	10%
Program Evaluation Approach	Written document (minimum of 1000 words)	100 Points	20%
Program Evaluation Plan	Written document (minimum of 2000 words)	100 Points	30%
Presentation of Program Evaluation Plan	Recorded Presentation (using Canvas Studio) 15 minutes maximum	100 Points	10%
TOTALS		700 Points	100%

****Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.**

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
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Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days **per week** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Evaluation Plan (Proposal, Program Evaluation Approach, and Program Evaluation Plan - written in 3rd person): In order to conduct an effective, efficient evaluation, you must develop a detailed evaluation plan. The evaluation plan is, ideally, developed alongside the program itself to ensure the program is accomplishing the goals and objectives intended by designers; however, this is not always the case. Your task is to take an existing program and determine both the stated and implied outcomes/goals, then you should walk through the process of developing an evaluation plan of that program's outcomes/goals with what you have learned about program evaluation.

Evaluation Plan Proposal Outline: In this deliverable, you will be developing the

preliminary outline of your Evaluation Plan, which will be the major deliverables for this course. For the Evaluation Plan Proposal, you should create a 1-2 page detailed outline to include the following items (**We recommend you use bullets rather than full sentences/paragraphs**):

- Program Purpose/Context
- Program Outcomes/Goals
- Stakeholders/Audience
- Measures of Outcomes/Goals
 - Quantitative Measures
 - Qualitative Measures
- Implementation Strategies

Program Evaluation Approach: This deliverable is the precursor to Program Evaluation Plan. In effect, you will be planning for the more complete evaluation plan that will emerge in the Program Evaluation Plan. In this deliverable you are to accomplish several tasks. First, identify and describe the evaluation approach you intend to use for your Evaluation Plan. Explain why this particular approach is the strongest given the context of the program being evaluated. Second, identify the components you intend to utilize in the evaluation to be developed in the Program Evaluation Plan.

Program Evaluation Plan: This deliverable is a detailed, comprehensive evaluation plan. Using the components from Program Evaluation Approach deliverable, complete an evaluation plan that will effectively determine the characteristics and outcomes of the issue discussed in the program. This is a substantial deliverable. In actual practice, such plans often exceed 30 to 50 pages but to some extent are also developed/revised over time. Here, we are requesting the essential components of the comprehensive plan and have suggested that will require a minimum of 2,000 words to meet deliverable requirements. (The 2,000 words is not arbitrary. This is the typical length, 4-5 pages, on many federal and state grant applications.) The plans are certain to vary depending upon the specifics of the evaluation and the evaluator's preferred approach, but in each case, there will be three key elements you can use to judge the adequacy of your submission:

- Is the plan well-written with clear content, providing sufficient details and following appropriate APA/UTC formatting?
- Does the plan align with and carry through and extend the requirements identified in the Program Evaluation Approach deliverable?
- Would an individual knowledgeable of evaluation practices agree to the plan, understand the components, and be able to complete the evaluation as written? Additional details are available in the rubrics in Canvas.

Peer Partnership: The Peer Partnership consists of two components; a peer discussion and a peer document review. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers.

Presentation (Evaluation Plan): This presentation is entirely based upon the Evaluation Plan. We suggest including the following items but there may be other elements of value.

- Describe the purpose of the evaluation
- Explain and justify the model (evaluation model “family”) that you feel is best suited to address the issue
- Succinctly state the reasons (perhaps, specific questions to be answered) for the evaluation
- Describe the design of the evaluation
- Appraise the alignment of the data collected to the evaluation of program outcomes
- Describe how you will report the (outcome) information. To whom will this be reported?
- Indicate the steps taken by the evaluator to assure that each element was considered and applied

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

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Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to

complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be

imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	• Stufflebeam & Coryn – Chs. 1-3 (Skim) • Yarbrough et al. – Utility		1, 2
2 – 8/26 – 9/1	• Stufflebeam & Coryn – Chs. 17 & 18	<i>Discussion Issue 1 opens 8/28</i>	1
3 – 9/2 – 9/8	• Stufflebeam & Coryn – Ch. 19 • Newcomer et al. – Ch. 1	<i>Discussion Issue 1 continues with a second guiding question posted on 9/4</i>	1
4 – 9/9 – 9/15	• Newcomer et al. – Chs. 2 & 3 • Yarbrough et al. – F2, F3, & F4	<i>Discussion Issue 1 closes 9/10</i>	1, 2
5 – 9/16 – 9/22	• Newcomer et al. – Chs. 4-8 (Participant Selection)	<i>Evaluation Plan Proposal Outline due 9/22</i>	1, 3, 4
6 – 9/23 – 9/29	• Newcomer et al. – Ch. 9 • Yarbrough et al. – P1, P3, P4, P5, & P6		1, 2
7 – 9/30 – 10/6	• Newcomer et al. – Chs. 13 & 14	<i>Peer Partnership opens 9/30</i>	1, 3, 4
8 – 10/7 – 10/13	• Newcomer et al. – Chs. 17, 19 & 20		1, 3, 4
9 – 10/14 – 10/20	• Newcomer et al. – Ch. 22 • Yarbrough et al. – A1, A2, A3 & A4	<i>Evaluation Plan Approach due 10/20</i>	1, 2, 3, 4
10 – 10/21 – 10/27	• Newcomer et al. – Ch. 23 • Yarbrough et al. – A5, A6, A7 & A8		1, 2
11 – 10/28 – 11/3	• Newcomer et al. – Ch. 25		1
12 – 11/4 – 11/10	• Newcomer et al. – Chs. 27 & 28	<i>Discussion Issue 2 opens 11/6</i>	1, 3, 4
13 – 11/11 – 11/17	• Stufflebeam & Coryn – Ch. 22	<i>Discussion Issue 2 continues with a second guiding question posted on 11/13</i> <i>Program Evaluation Plan due 11/17</i>	1, 2, 3, 4
14 – 11/18 – 11/24		<i>Discussion Issue 2 closes 11/19</i>	1, 2, 3, 4
15 – 11/25 – 12/1	• Newcomer et al. – Ch. 31 • Yarbrough et al. – E1, E2 & E3		1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
16+ – 12/2 – 12/10		<i>Recorded Presentation of Evaluation Plan due 12/4 (Canvas Studio)</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Synthesize the commentary of expert evaluators and apply to your professional practice
2. Utilize (JCSEE) program evaluation standards to identify program outcomes and develop appropriate evaluation measures
3. Create an appropriate, standards-based, evaluation plan
4. Develop a process for evaluating programs through a program evaluation plan

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



Term:	Fall 2024
Course Title:	LEAD 7700R Pre-Dissertation Seminar (Hybrid)
CRN:	47667
Credits:	3 graduate credit hours
Location:	Zoom/Virtual Classroom
Dates/Time:	Fridays: September 6, October 4, November 8, December 6 5:00 – 7:30 pm ET
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #412B – 423-425-4480 – Virtual Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. Ashleigh Pipes, (Ashleigh-Pipes@utc.edu) Hunter Hall #413C – 423-425-5913 – Virtual Office Hours by Appt.

Course Catalog Description:

This seminar prepares participants for identification of a research problem appropriate for the doctoral dissertation through the development of a draft prospectus.

Course Learning Outcomes (CLOs):

This is an ongoing 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 participant's knowledge base and competence in pursuit of a scholarly agenda related to learning and leadership. Through individual assessment, small-group learning, seminars as needed, and the individual pursuit of excellence in scholarship, each learner will establish an intellectually rigorous agenda that leads ultimately to the successful completion of a dissertation prospectus. By the end of the course, participants should be able to:

1. Identify and describe research problems and focus areas related to their professional practice.
2. Develop and articulate research questions, identifying challenges to research design.
3. Analyze, select, and explain variables and literature to be examined as part of a research plan.
4. Describe and develop a plan for appropriate methodological approaches to research.

Course Pre-/Co-Requisites: Completion of all core and elective coursework and successful

Comprehensive Assessment defense.

Required Course Materials*:

Image	Details
	**Gliner, J.A.; Morgan, G.A., & Leech, N.L. (2017). <i>Research methods in applied settings</i> (3rd ed.). Routledge: Taylor & Francis. ISBN: 9781138852976
	Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018). <i>Writing the winning thesis or dissertation: A step-by-step guide</i> (4 th ed.). Corwin Press. ISBN: 9781544317205

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** Book required for previous course(s). The 2nd or 3rd edition is acceptable.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Comments Satisfactory (S)/ Unsatisfactory (U)
4 Face-to-Face (Synchronous) Class Contributions	Meaningful Contributions in Class	
Individual Meetings with Faculty	Scheduled Zoom Meetings (Minimum of 2 Meetings) Initial meeting by end of Week 3	
Peer Partnership	Discussion and Paper Review	
Prospectus Draft Elements (Version 1.0) with Research Question Analysis	Written Paper (1.0 should be a minimum of 1250 words, not including the references and Appendices) with clearly defined and measurable research questions	
Prospectus Draft Elements (Version 2.0) with Literature Review, Conceptual Framework, and Methodological Overview	Written Paper (2.0 should add a minimum of 5000 words, not including the references and Appendices)	

Activity	Deliverable	Comments Satisfactory (S)/ Unsatisfactory (U)
IRB Certification	Complete, verify, and submit or renew the Social & Behavioral Research Investigators CITI Training & Introduction to RCR CITI Training	

Final Grade	Satisfactory/ No Credit	Percentages	Definitions
S	Satisfactory*	84%+	Represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
NC	No Credit	Lower than 84%	Represents work that does not meet competency standards. No credit earned.

***Repeating Course Limitations:** Candidates are expected to successfully complete the course within no more than two semesters, unless extenuating circumstances occur. Additional attempts will be at the discretion of the Program Director.

Roles of the Instructor and the Requested Dissertation Chair (RDC): During the first week of class, you are expected to email the Program Director (David-Rausch@utc.edu) and the Program Advisor (Beth-Crawford@utc.edu) with your requested dissertation chair (RDC), copying the LEAD 7700 Instructor(s). Dr. Rausch and Dr. Crawford will review the requests and faculty loads and assign the RDC.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the submission date (not including days that the university is closed).

Face-to-Face (Synchronous) Class Meetings: Face-to-face (synchronous) sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors. If connecting by Zoom video conference, please login to the Zoom class meeting 10 minutes prior to class and test video/audio settings. Zoom connection information will be provided in the appropriate weekly module in Canvas.

Individual Virtual Meetings with Faculty: During the semester, each participant will be expected to meet virtually with the faculty at the start of the semester (initial meeting by end of Week 3) and again after transition between 1.0 and 2.0 has been approved to discuss plans to continue moving forward through the next draft version. If you find that you would like to meet more frequently, additional times will be available.

Prospectus Draft Elements (1.0 and 2.0, all written in third person): Each section of the Prospectus draft should include the pertinent citations and brief supportive evidence for each description following the main headings. These sections should be woven to connect the relevant information, leading the reader toward the applicability of this research to your professional practice. *Each version includes all of the prior work, plus revisions and additional components.*

Please review the specific rubric in UTC Learn (Canvas) for additional information regarding the expectations for each heading. *Prospectus Draft Elements Version 1.0 must be completed and approved in UTC Learn (Canvas) before proceeding to Prospectus Draft Elements Version 2.0.* Revisions and changes will be needed throughout and beyond the LEAD 7700 Pre-Dissertation course. Ensure you update the *Research Question Analysis* attached in *Appendix A* prior to submission of any draft, including needed changes to the Research Questions. ***These deliverables may need to be submitted multiple times to meet expectations.*** This is an iterative process.

Version 1.0 Introduction, Statement of the Problem, and Draft Research Questions:

Please include the following subheadings:

- o Introduction and Background to the Problem (includes weaving of literature)
- o Statement of the Problem
- o Purpose of the Study
- o Research Questions*
- o Rationale for the Study
- o Importance of the Study (may overlap with the rationale)
- o Definition of Terms

*As you develop the initial elements of the Prospectus Draft Elements 1.0, you will also begin to draft and revise research questions. In the 2.0, you will develop these research questions more fully.

If this is your first semester in 7700, your initial draft may only include a few of the elements (introduction, background to the problem, and sample research questions), or it may only be a rough draft of your topic idea. However, our goal is to provide you feedback in order to guide your prospectus and topic development to get you started in the dissertation process.

Utilizing the *LEAD 7700 Research Question Analysis.docx* file in UTC Learn (Canvas) under *Modules in Course Materials*, conduct a comprehensive research question analysis for the intended dissertation research.

This form includes three elements to be addressed:

- Proposed Quantitative or Predictive Analytic Research Question(s)
- Proposed Qualitative Research Question(s)
- Attribute Variables not directly measured in the research questions but needed for additional demographic or descriptive reporting

Your research questions should be as precise as possible, including the variables or data elements to be addressed in the research design.

Version 2.0 with Literature Review, Conceptual Framework and Methodological Overview:

Version 2.0 of the Prospectus Draft Elements will contain all of the 1.0 elements, revisions as recommended by the faculty, and the following additional items.

- Theoretical/Conceptual Framework
- Review of the Literature
- LEAD 7700 Research Question Analysis.docx should be added as Appendix A at the end of the document going forward for all submissions
- Introduction to the methodology section (brief)
- Delimitations of the Study (narrowing the focus)
- Limitations of the Study (factors beyond the researcher's control)
- Description of the Population and Sample

Utilizing the LEAD 7700 Research Question Analysis.docx file in UTC Learn (Canvas) under Modules in Course Materials, conduct a comprehensive research question analysis for the intended dissertation research.

This form includes three elements to be addressed:

- Proposed Quantitative or Predictive Analytic Research Question(s)
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IRB Training: Complete the IRB Training process for Human Subjects Research and submit the certificates as part of each deliverable. If you have previously taken any Collaborative Institutional Training Initiative (CITI) training, please verify your certification is current and upload a copy of each certificate to the deliverable. If it is not current, you will need to take the refresher course Social & Behavioral Research Investigators.

You will complete two trainings in CITI:

- Social & Behavioral Research Investigators
- Introduction to RCR

To access the CITI training, please visit the IRB website (link: [IRB Training](#)).

Peer Partnership: Prior to submitting the deliverables for review and feedback to the instructor, participants will exchange Prospectus Draft Elements papers and provide feedback to their peers. The Peer Partnership consists of two components: a peer discussion and a peer document review (Prospectus Draft Elements). Peer document review will be performed using the peer partnership

file function. Sharing documents via the discussion is less efficient and can result in a document not being reviewed. Please use the comment feature in Word to provide feedback to your peer partner(s); please do not make direct changes in your partner's papers. The purpose of the exercise is to offer feedback regarding gaps in the literature, research design, and clarity of topic and approach both from a fellow peer and the course instructor. Please refer to the Prospectus Draft Elements (1.0 & 2.0) rubric for more detailed expectations for success regarding this deliverable.

Written Deliverables: All course deliverables should be prepared using APA style (edition varies by cohort) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

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Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

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Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Learning and Leadership (EdD/PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	- UTC Doctoral Program Guide – Dissertation Process (<i>Transitioning to Dissertation through Pre-Defense Process</i>) - Lamott – <i>Shitty first drafts</i>	<i>Peer Partnership opens</i>	1, 2
2 – 8/26 – 9/1	- Joyner et al. – Chs. 10 & 11, & pp. 1-11 - Gliner et al. – Chs. 1, 3, 4 (review)		1, 2
3 – 9/2 – 9/8	- Joyner et al. – Ch. 12 & pp. 116-118 - Baron - <i>Guidelines for writing research proposals and dissertations</i>	<i>Initial virtual meeting with faculty</i> <i>Requested Dissertation Chair (RDC) email due by September 8</i>	1, 2
Class Meeting Friday 9/6, 5:00 – 7:30 pm ET, Hunter Hall #405/Zoom			
4 – 9/9 – 9/15	- Joyner et al. – Ch. 15 - Aitchison & Lee - <i>Research writing problems and pedagogies</i>	<i>Prospectus Draft Elements due</i>	1, 2
5 – 9/16 – 9/22	Joyner et al. – Chs. 16 & 17		1, 2, 3
6 – 9/23 – 9/29	Joyner et al. – Ch. 18		1, 2, 3
7 – 9/30 – 10/6	Joyner et al. – Ch. 25		1, 2, 3
Class Meeting Friday 10/4, 5:00 – 7:30 pm ET, Zoom			
8 – 10/7 – 10/13	Joyner et al. – Ch. 19	<i>Prospectus Draft Elements due</i>	1, 2, 3
9 – 10/14 – 10/20	Poggenpohl & Sato - <i>Models of dissertation research in design</i>		1, 2, 3
10 – 10/21 – 10/27	Joyner et al. – Ch. 13		1, 2, 3, 4
11 – 10/28 – 11/3	Joyner et al. – Ch. 4		1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
12 – 11/4 – 11/10	Maxwell & Cole – <i>Tips for writing (and reading) methodological articles</i>	<i>Prospectus Draft Elements due 11/10</i>	1, 2, 3, 4
Class Meeting Friday 11/8, 5:00 – 7:30 pm ET, Zoom			
13 – 11/11 – 11/17	Faryadi – <i>PhD thesis writing process...</i>		1, 2, 3, 4
14 – 11/18 – 11/24		<i>Introduction to RCR CITI Training & Social & Behavioral Research Investigators CITI Training due 11/24 (two deliverables)</i>	1, 2, 3, 4
15 – 11/25 – 12/1	Fox & Jennings – <i>How to write a Methodology and Results section...</i>		1, 2, 3, 4
16+ – 12/2 – 12/10		<i>Final Submission (Prospectus Draft Elements) for the semester due 12/4</i>	1, 2, 3, 4
Class Meeting Friday 12/6, 5:00 – 7:30 pm ET, Zoom			

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Identify and describe research problems and focus areas related to their professional practice.
2. Develop and articulate research questions, identifying challenges to research design.
3. Analyze, select, and explain variables and literature to be examined as part of a research plan.
4. Describe and develop a plan for appropriate methodological approaches to research.

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



Term:	Fall 2024
Course Title:	LEAD 7750R Pre-Research Project of Practice Seminar
CRN:	46929
Credits:	2-5 graduate credit hours
Location:	Internet
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #412B – 423-425-4480 – Virtual Office Hours by Appt.

Course Catalog Description:

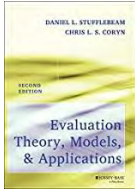
This seminar prepares participants to identify a measurement evaluation problem appropriate for the Research Project of Practice. The Pre-Research Project of Practice Seminar serves as the final project for the participant, who will develop a measurement and evaluation plan and scope that identify the evaluation problem as informed by peer-reviewed literature, methods for measuring and addressing the problem, and potential outcomes of programmatic interventions. These interventions can serve as a change or restructuring of process, culture, or perception in pursuit of measuring outcomes or change in actionable programmatic research.

Course Pre-Requisites: Completion of all core and elective coursework and successful Comprehensive Assessment defense.

Course Learning Outcomes (CLOs):

1. Identify and describe evaluation focus area(s) related to professional practice
2. Develop and articulate (an) evaluation problem statement(s), identifying challenges to project and/or intervention development and assessment
3. Analyze, select, and explain variables and literature to be applied as part of organizational evaluation and assessment
4. Describe and develop a plan for appropriate methodological approaches to investigation, evaluation, or assessment of programmatic outcomes

Required Course Materials*:

Image	Details
	Walser, T.M. & Trevisan, M.S. (2020). <i>Completing your evaluation dissertation, thesis, or culminating project</i>. ISBN: 9781544300009
	**Newcomer, K. E., Wholey, J. S., & Hatry, H. P. (2015). <i>Handbook of practical program evaluation</i>. (4th ed.). Jossey-Bass. ISBN 9781118893609
	**Gliner, J.A., Morgan, G.A., & Leech, N.L. (2017). <i>Research methods in applied settings</i> (3rd ed). Routledge Taylor & Francis. ISBN: 9781138852976
	**Stufflebeam, D. L., & Coryn, C. L. S. (2014). <i>Evaluation theory, models & applications</i>. (2nd ed.) San Francisco, CA: Jossey-Bass. ISBN: 9781118074053
	**Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. L. (2011). <i>The program evaluation standards: A guide for evaluators and evaluation users</i>. (3rd ed.). Sage. ISBN: 9781412989084

* Additional articles/directed readings/resources will be made available during the UTC Learn course site as assigned.

** Book may have been required in previous course(s).

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Comments Met/Not Met
Monthly Meetings	Scheduled Synchronous Virtual Meetings with Faculty (August, September, October, November)	
Research Project of Practice Proposal Draft (Version 1.0)	Written Paper (Version 1.0 should be a minimum of 7000 words, not including references and appendices)	
Research Project of Practice Proposal Draft (Version 2.0)	Written Paper (Version 2.0 should add a minimum of 1000 words, not including references and appendices)	
Research Project of Practice Proposal Draft (Version 3.0)	Written Paper (Version 3.0 should add a minimum of 1000 words, not including references and appendices)	
Research Project of Practice Proposal Presentation and Scheduled Defense	PowerPoint presentation (20-25 minutes) and defense to Research Project of Practice Committee	
IRB Certification	Complete, verify, and submit or renew the Social & Behavioral Research Investigators CITI Training & Introduction to RCR CITI Training	

Final Grade	Level	Definitions
S	Met	Represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter
NC	Not Met	Represents work that does not meet competency standards. No credit earned.

Meets Expectations: To earn a "S" (Satisfactory) grade in this course, the candidate must successfully present and defend the Research Project of Practice plan for the Research Project of Practice Committee.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Virtual Monthly Meetings: Throughout the term, the candidate will schedule monthly meetings with the Instructor(s) to discuss feedback related to the Project of Practice deliverables. Based on the input received during the consultation, the candidate will begin to formalize the project plan, including timeline, design, and expected outcomes associated with the project indicators of change. These discussions will inform the project plan design and outcome data elements. These

elements and feedback will contribute to the Research Project of Practice 2.0 and 3.0 deliverables.

Research Project of Practice Proposal Draft (Versions 1.0, 2.0, and 3.0 - can be written in first or third person): Develop an initial draft of an evaluation plan of some program, task, or initiative within your professional practice using the guidelines provided in Canvas and the *UTC Thesis and Dissertation Standards*. This initial draft and plan will be used toward the plan's final iteration though changes may occur as research design evolves.

Please review the specific rubric in UTC Learn (Canvas) for additional information regarding the expectations for each heading. *Research Project of Practice Proposal Draft Version 1.0 must be completed and approved in UTC Learn (Canvas) before proceeding to Research Project of Practice Proposal Draft Version 2.0, and Research Project of Practice Proposal Draft Version 3.0 must be approved and defense scheduled in order to receive a Satisfactory ("S") grade in the course.*

Revisions and changes will be needed throughout and beyond the LEAD 7750R Pre-Research Project of Practice course. *These deliverables may need to be submitted multiple times to meet expectations.* This is an iterative process.

Version 1.0 Problem in Context, Potential Solutions, Literature Review

As with each subsequent version, the Research Project of Practice Version 1.0 should include references and appendices as needed. Please include the following subheadings *in this order*:

- Introduction
- Problem in Context
- Project Purpose
- Potential Solutions
- Literature Review (at least 5,000 words, and additional subheadings will be added to this section)

Version 2.0 Research Project Plan

Version 2.0 of the Research Project of Practice Draft will contain all of the 1.0 elements, revisions as recommended by the faculty, and the following additional items. Please include the following subheadings:

- Project Implementation Plan
- Learning Outcomes
- Stakeholders
- Supplemental Materials (Surveys, questionnaires, program documents, etc.)
- Project Portion of Logic Model (Program Structure portion, see Newcomer et al., 2015, pg. 84)

Version 3.0 Evaluation Plan

Version 3.0 will contain all of the 1.0 & 2.0 elements, revisions as recommended by the faculty, and the following additional items. Please include the following subheadings:

- Evaluation Objectives
- Evaluation Questions
- Description of the Sample and Population
- Evaluation Design
- Data Collection (including what and how)
- Timeline for Data Collection
- Data Analysis
- Evaluation Plan portion of Logic Model (Outcome Structure portion, see Newcomer et al., 2015, pg. 84)

Utilizing the *LEAD 7750 Evaluation Design Matrix.docx* file in UTC Learn (Canvas) under *Modules in Course Materials*, build a comprehensive plan for your Research Project of Practice. This form should be attached at the end of your Research Project of Practice Version 3.0 as the first appendix item.

Research Project of Practice Proposal Presentation: As the final deliverable for this course, you will create a PowerPoint from your Research Project of Practice document to present and defend to your Project Director and committee. This presentation should include all the required components from the Project of Practice Versions 1.0, 2.0, and 3.0. You will submit the PowerPoint presentation for this deliverable.

The defense presentation includes a ***20-25 minute*** PowerPoint.

The PowerPoint should focus on the evaluation design process and should not typically exceed 15 slides total. The PowerPoint recommended organization follows:

- 1-2 slides introducing the topic
- 2-4 slides summarizing the background/literature (Chapter 2)
- 5-8 slides describing the evaluation questions and evaluation design process (Chapter 3)
- 1 slide with references

Research Project of Practice Proposal Defense: Upon approval from the faculty, you will present and defend to your Project Director and committee. The Program Office will schedule this defense.

IRB Training: Complete the IRB Training process for Human Subjects Research and submit the certificates as part of each deliverable. If you have previously taken any Collaborative Institutional Training Initiative (CITI) training, please verify your certification is current and upload a copy of each certificate to the deliverable. If it is not current, you will need to take the refresher course Social & Behavioral Research Investigators.

You will complete two trainings in CITI:

- Social & Behavioral Research Investigators
- Introduction to RCR

To access the CITI training, please visit the IRB website (link: [IRB Training](#)).

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

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Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	Walser & Trevisan – Ch. 1		1, 2
2 – 8/26 – 9/1	- Walser & Trevisan – Ch. 2 - Stufflebeam & Coryn – Ch. 1 (review)	<i>Virtual Monthly Meeting #1</i>	1, 2
3 – 9/2 – 9/8	Stufflebeam & Coryn – Ch. 2 (review)		1, 2
4 – 9/9 – 9/15	- Walser & Trevisan – Ch. 5 - Newcomer et al. – Chs. 1-2 (review)		1, 2
5 – 9/16 – 9/22	Walser & Trevisan – Ch. 3	<i>Research Project of Practice Proposal Draft Version 1.0 due 9/22</i>	1, 2
6 – 9/23 – 9/29	- Walser & Trevisan – Ch. 4 - Stufflebeam & Coryn – Ch. 17 (review)	<i>Virtual Monthly Meeting #2</i>	1, 2, 3
7 – 9/30 – 10/6	- Newcomer et al. – Ch. 3 - Stufflebeam & Coryn – Ch. 18 (review)		1, 2, 3
8 – 10/7 – 10/13	Walser & Trevisan – Ch. 6		1, 2, 3
9 – 10/14 – 10/20	- Walser & Trevisan – Ch. 7 - Newcomer et al. – Chs. 4-8 & 10-12 (review) - Stufflebeam & Coryn – Ch. 22 (review)	<i>Research Project of Practice Proposal Draft Version 2.0 due 10/20</i>	1, 2, 3
10 – 10/21 – 10/27	Stufflebeam & Coryn – Ch. 19 (review)		1, 2, 3
11 – 10/28 – 11/3	Walser & Trevisan – Ch. 8	<i>Virtual Monthly Meeting #3</i>	1, 2, 3, 4
12 – 11/4 – 11/10	Stufflebeam & Coryn – Ch. 23		1, 2, 3, 4
13 – 11/11 – 11/17	Newcomer et al. – Part II (review)	<i>Research Project of Practice Proposal Draft Version 3.0 due 11/17</i>	1, 2, 3, 4
14 – 11/18 – 11/24	Newcomer et al. – Part III (review)	<i>Virtual Monthly Meeting #4</i>	1, 2, 3, 4
15 – 11/25 – 12/1	Newcomer et al. – Ch. 26 & 27		1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
16+ 12/2 – 12/10		<i>Research Project of Practice Proposal Defense Presentation document due 12/4</i> <i>IRB Certificates due 12/4</i> <i>Research Project of Practice Proposal Defense scheduled</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Identify and describe evaluation focus area(s) related to professional practice
2. Develop and articulate (an) evaluation problem statement(s), identifying challenges to project and/or intervention development and assessment
3. Analyze, select, and explain variables and literature to be applied as part of organizational evaluation and assessment
4. Describe and develop a plan for appropriate methodological approaches to investigation, evaluation, or assessment of programmatic outcomes

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



Term:	Spring 2024
Course Title:	LEAD 7810 Cognitive Aspects of Decision-Making (Hybrid) – PhD22
CRN:	26280
Credits:	3 graduate credits
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Time:	Saturdays: January 20, February 24, March 23, April 20 8:00 am – 12:00 pm ET
Faculty:	Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt.

Course Catalog Description:

This course will introduce the cognitive aspects of human decision-making, judgment, and strategies. Participants will read and discuss original literature. Areas of study include evolutionary aspects of decision-making, factors that impact decision-making, probability and decision-making and the cognitive processes used for decision-making and judgment. Participants will compare, contrast and relate decision-making strategies to conceptual models of learning and leadership. Primary activities will include detailed and specific analysis of decisions made in both leadership and learning design processes from the participant's professional practice/experience.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Examine the cognitive aspects of human decision-making
2. Compare and contrast human decision-making process including judgments and strategies
3. Apply and assess various decision-making concepts, practices and models
4. Demonstrate synthesis and assess cognitive learning related to human decision-making

Relationship to Program Competencies (Comprehensive Assessment):

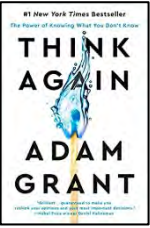
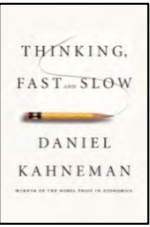
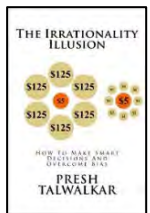
Cognitive Aspects of Decision-Making is related to each of the core competencies in the LEAD Doctoral Programs. In this course, the deliverables include papers and documents that may reflect on any or all of the competency areas. Papers produced for this course include reflection on the participant's learning experiences, the relationship of cognitive decision-making to the experiences woven with the theoretical knowledge base and the seminal works associated with

any or all of the program competency areas, as well as a demonstration of command of scholarly communication practices and conventions. The specific competency area addressed in this course is the Decision-Making competency.

As aspiring scholar-practitioners of ***Decision-Making***, participants will:

- Assess and apply various cognitive and ethical constructs as they relate to decision-making concepts, practices, perspectives, and models
- Identify and articulate appropriate types of data-informed analyses (quantitative, qualitative, and mixed methods), apply, and critically evaluate all data generated as they relate to the decision-making process.
- Develop and demonstrate organizational strategies used in decision-making from cognitive, ethical, and data-informed perspectives

Required Course Materials*:

Image	Details
	Grant, A. (2021). <i>Think again: The power of knowing what you don't know</i>. Viking Publishing. ISBN: 9781984878106
	Kahneman, D. (2011). <i>Thinking fast and slow</i>. Farrar, Straus and Giroux. ISBN: 9780374533557
	Talwalkar, P. (2016). <i>The irrationality illusion: How to make smart decisions and overcome bias</i>. CreateSpace Independent Publishing. ISBN: 9781523231461

* Additional articles and directed readings in the texts will be made available during the course on the UTC Learn course site.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
Reader Survey	Survey Activity	100 Points	5%
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	20%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	20%
Learning Design Decision Analysis	Written Document (1500 words minimum)	100 Points	25%
Leadership Decision Analysis	Written Document (1500 words minimum) &	100 Points	20%
	PowerPoint Presentation (8-10 minutes, plus 3 minutes Q&A)	100 Points	10%
TOTALS		1100 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and

we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Decision Analyses (Learning Design Decision and Leadership Decision – may be written in 1st person):

Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Decision Analysis is used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. Each deliverable must have your name and the page number in the header of each page of the submission. Please see the course space for additional details on this deliverable.

Learning Design Decision Analysis: The purpose of the learning design and decision-making analysis deliverable is to analyze the decisions made during the design process of a specific learning experience. Choose either a learning experience that you designed (and possibly implemented) or a learning experience for which you were a participant and that you particularly saw as effective and therefore enjoyed. Provide a brief description of the learning opportunity and state the specific learning outcomes, the delivery methodologies used, and the process used for assessment of learning. As a participant or the designer of the learning experience, your ability to analyze the decisions made to design, assess, and evaluate the learning based on the tools used to implement the learning, the content used, and the learning activities undertaken will provide a critical deliverable.

You will provide an analysis of the learning and its design and the associated decisions made relative to the decision making theory(ies) you have studied. This is not an instruction evaluation but an analysis of the decisions made related to the learning design. You will want to weave related aspects to all of the program competency domains as you construct this analysis.

Participants will provide a decision analysis written document. This paper may include appendices such as a model, a matrix, a gap analysis, or other.

Leadership Decision Analysis: Identify a specific leadership decision made in your professional practice. Assigned articles and directed readings will lead you to examine course content and theoretical constructs for your own Leadership Decision Analysis. This Analysis is used to develop, demonstrate and assess your comprehension, analysis, and synthesis of the course content and theoretical constructs and demonstrate advanced critical thinking skills. As you reflect on concepts addressed in the related readings, you are encouraged to incorporate resource material, as well as any past formal learning experience. You are then to critically review and reflect on the decision making processes and outcomes you have engaged in as an individual and as a member of various groups involved in the leadership process. Next, indicate how your learning from this course might have affected how you would have made the same decision now. Make sure you include your informed opinion and viewpoints as well as guidelines drawn from significant related literature.

Leadership Decision Analysis Presentation: During the last face-to-face class session, you will be expected to present your Leadership Decision Analysis to the instructors and your peers. In addition, you will be asked to assess your peers' projects.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face course meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that

s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date. If there is a possibility of attending all or part of a class meeting synchronously via video conference (Zoom), s/he should submit a request to connect via Zoom to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 7 days prior to class.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Alternate Deliverables: If a participant is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable. If the alternate deliverable request is approved by the Instructor(s), the participant will have the opportunity to demonstrate learning and to earn a portion (percentage) of the missed contribution points.

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As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	• Kahneman – Chs. 1-3 • Grant – Chs. 1-3	<i>Reader Survey (due ASAP, by 1/14)</i>	1, 2
2 – 1/15 – 1/21	• Kahneman – Chs. 4-6 • Talwalkar – Ch. 1 • Klein – <i>Naturalistic decision making</i>		1, 2, 3
Class Meeting 1/20 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
3 – 1/22 – 1/28	• Kahneman – Chs. 7-9 • Talwalkar – Ch. 2 • Grant – Chs. 4-5	<i>Discussion Issue 1 opens 1/24</i>	1, 2, 3
4 – 1/29 – 2/4	• Kahneman – Chs. 10-12 • Talwalkar – Ch. 3 • Cokely & Kelley – <i>Cognitive abilities and superior decision making under risk</i>	<i>Discussion Issue 1 continues with a second guiding question posted on 1/31</i>	1, 2, 3
5 – 2/5 – 2/11	• Kahneman – Chs.13-15 • Grant – Ch. 6 • Harrison & Rutstrom – <i>Expected utility theory</i>	<i>Discussion Issue 1 closes 2/6</i>	1, 2
6 – 2/12 – 2/18	• Kahneman – Chs. 16-18 • Grant – Ch. 7 • Talwalkar – Ch. 4		1, 2, 3
7 – 2/19 – 2/25	• Kahneman – Chs. 19-21 • Picone et al. – <i>The origin of failure...</i>	<i>Discussion Issue 2 opens 2/21</i>	1, 2, 3
Class Meeting 2/24 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
8 – 2/26 – 3/3	• Kahneman – Chs. 22-24 • Grant – Ch. 8 • Talwalkar – Ch. 5	<i>Discussion Issue 2 continues with a second guiding question posted on 2/28</i>	1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
9 – 3/4 - 3/10	- Kahneman – Chs. 25-27 - Hoffrage et al. – <i>Natural frequencies improve Bayesian reasoning</i>	Discussion Issue 2 closes 3/5	1, 2, 3, 4
10 – 3/11 – 3/17	<i>Spring Break</i>		
11 – 3/18 – 3/24	- Kahneman – Chs. 28-30 - Harvey et al. – <i>Attribution theory</i>	Learning Design Decision Analysis due 3/20	1, 2, 3, 4
Class Meeting 3/23 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
12 – 3/25 – 3/31	- Kahneman - Chs. 31-32 - Acker - <i>New findings on unconscious versus conscious thought in decision making</i>		1, 2, 3
13 – 4/1 – 4/7	- Kahneman - Chs. 33-34 - Weiss & Peters - <i>Measuring shared decision making in the consultation...</i>		1, 2, 3
14 – 4/8 – 4/14	- Kahneman - Chs. 35-38 - Grant – Ch. 9	Discussion Issue 3 opens 4/10	1, 2, 3
15 – 4/15 – 4/21	Grant – Chs. 10-11	Discussion Issue 3 continues with a second guiding question posted on 4/17 Leadership Decision Analysis due 4/17 Leadership Decision Analysis Presentation due 4/19, presented during class on 4/20	1, 2, 3, 4
Class Meeting 4/20 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405			
16+ – 4/22 – 4/30		Discussion Issue 3 ends 4/23	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Examine the cognitive aspects of human decision-making
2. Compare and contrast human decision-making process including judgments and strategies
3. Apply and assess various decision-making concepts, practices and models
4. Demonstrate synthesis and assess cognitive learning related to human decision-making

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



Term:	Summer 2024
Course Title:	LEAD 7815 Ethical Aspects of Decision-Making (Hybrid) – PhD22
CRN:	82139
Credits:	3 graduate credits
Location:	Hunter Hall #404 & Virtual Classroom
Dates/Time:	Saturdays: May 18, June 8, July 6, July 27 1:00 pm – 5:00 pm ET
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. Mike Breakey, (Mike-Breakey@utc.edu) Hunter Hall #415C – 423-425-4429 – Virtual Office Hours by Appt

Course Catalog Description:

This course will introduce the ethical aspects of human decision-making, judgment and strategies. Participants will read and discuss original literature. Areas of study will include the theoretical aspects of ethics and decision-making, factors that impact ethical decision-making, and the organizational processes used for individual and group decision-making from an ethical perspective. Participants will compare, contrast and relate decision-making strategies to personal, professional, leadership, learning, and organizational ethical constructs. Primary activities during this course will include detailed and specific analysis of decisions made in both leadership and learning processes from the participant's professional practice/experience.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Examine the ethical aspects of human decision-making
2. Assess and apply various ethical constructs as they relate to decision-making concepts, practices, and models
3. Analyze and develop frameworks/models for ethical decision-making relative to specific professional practice
4. Analyze and explain the ethical implications of decisions made in leadership, learning, and research processes

Relationship to Program Competencies (Comprehensive Assessment):

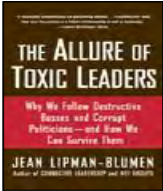
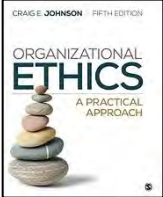
All competencies are related to each of the core courses in the LEAD Doctoral Programs. The

specific competency area addressed in this course is the Decision-Making competency.

As aspiring scholar-practitioners of ***Decision-Making***, participants will:

- Assess and apply various cognitive and ethical constructs as they relate to decision-making concepts, practices, perspectives, and models
- Identify and articulate appropriate types of data-informed analyses (quantitative, qualitative, and mixed methods), apply, and critically evaluate all data generated as they relate to the decision-making process
- Develop and demonstrate organizational strategies used in decision-making from cognitive, ethical, and data-informed perspectives

Required Course Materials *

Image	Details
	Lipman-Blumen, J. (2004). <i>The allure of toxic leaders: Why we follow destructive bosses and corrupt politicians—and how we can survive them</i> . 6 th ed. Oxford University Press. ISBN: 9780195312003
	Johnson, C. (2021). <i>Organizational ethics: A practical approach</i> . 5 th ed. Sage Publications. ISBN: 9781544395395

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	25%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Ethical Decision-Making Framework/Model	Written Document (1500 words minimum)	100 Points	25%

Activity	Deliverable	Points	Weighting of Course Grade**
Ethical Case Decision Analysis & Presentation	Written Document (1500 words minimum)	100 Points	20%
	& Presentation (PowerPoint – 8 minutes maximum, plus Q&A)	100 Points	10%
	TOTAL	900 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
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C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
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This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Ethical Case Decision Analysis (should be written in first person): Identify and describe an ethical decision case from your professional practice. Assigned articles and directed readings will lead you to examine concepts for your Ethical Case Decision Analysis. This analysis is used to develop, demonstrate and assess your comprehension, analysis and synthesis of the course subject matter and demonstrate advanced critical thinking skills. As you reflect on issues addressed in the related readings, you are encouraged to incorporate resource material, as well as any past formal learning experience. You are then to critically review and reflect on the decision-making processes, using both AI processes and your own critical analysis. Next, indicate how your learning from this course might have affected how you would have made those decision(s) now. Make sure you include your informed opinion and viewpoints as well as guidelines drawn from related literature. See specific instructions in Canvas deliverable.

Ethical Case Analysis Presentation: You will create a PowerPoint presentation to provide an overview of your Ethical Case Analysis.

Ethical Decision-Making Framework/Model (may be written in first person): The purpose of the Ethical Decision-Making Framework deliverable is to analyze the type of decisions that may need to be made in your professional practice, specifically in a crisis situation. Choose a worst-case scenario type of event that could occur (in the future) within your professional practice and identify a number of decisions to be made. While you may use a previous crisis you have been involved with as the basis for your framework, ensure that you are building a framework for the future, not simply analyzing the past. Provide a description of the potential crisis event and state the antecedents and ongoing events that would make this a true "crisis" in your professional practice. You will then provide a framework/model for ethical decision-making that is authored by you, with a rationale that is supported by peer-reviewed literature and the theoretical ethical perspectives. As the designer of the ethical decision-making framework/model, you are required to utilize it to evaluate the potential crisis situation, provide various decision points that could be made in the situation, and then make a best case scenario decision based on your framework/model, peer-reviewed research, and personal reflection. Additionally, you are required to discuss consequences of the decision chosen and its positive and negative impact on your professional practice. *Your deliverable should include a visual representation of the model (as a figure within the paper or as an appendix).*

This paper is an analysis of the decisions to be made related to your experiences in ethical decision-making within the scope of your professional practice. As such, you will want to weave related aspects of program learning into this deliverable as appropriate. Participants

will provide an ethical decision-making framework document along with a written analysis of the process used to develop the framework.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

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Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. Except as prompted by the faculty, the

use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

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organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

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Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	- Lipman-Blumen – Chs. 1-2 - Johnson – Chs. 1-2 <i>Counseling Ethics</i>		1, 2, 4
Class Meeting 5/18 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #404			
2 – 5/22 – 5/28	- Lipman-Blumen – Ch. 3-4 - Johnson – Ch. 3 - Fink – <i>The deadly choices at Memorial</i>		1, 2
3 – 5/29 – 6/4	- Lipman-Blumen – Ch. 5 - Johnson – Ch. 4 - Chugh – <i>How to let go of being a good person and become a better person</i>	Discussion Issue 1 opens May 29	1, 2, 3, 4
4 – 6/5 – 6/11	- Johnson – Chs. 5-6 - Skloot – <i>The immortal life of Henrietta Lacks, the sequel</i> - Bazerman – <i>A new model for ethical leadership</i>	Discussion Issue 1 continues with a second guiding question on June 5, closes June 11	1, 2, 3, 4
Class Meeting 6/8 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #404			
5 – 6/12 – 6/18	- Lipman-Blumen – Chs. 6-7 - Craft – <i>Ethical decision-making review</i>		1, 2, 3, 4
6 – 6/19 – 6/25	- Lipman-Blumen – Ch. 8 - Johnson – Ch. 7	Ethical Case Decision Analysis due June 23	1, 2, 4
7 – 6/26 – 7/2	- Lipman-Blumen – Ch. 9 - Johnson – Ch. 8 - Carsten & Uhl-Bien – <i>Ethical followership</i>		1, 2

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
8 – 7/3 – 7/9	- Lipman-Blumen – Ch. 10 - Johnson – Ch. 9 - Credo et al. – <i>Organizational ethics...</i>	<i>Ethical Case Decision Analysis presentation during class July 6, presentation PowerPoint due July 5</i>	1, 2, 4
Class Meeting 7/6 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #404			
9 – 7/10 – 7/16	- Lipman-Blumen – Ch. 11 - Johnson – Ch. 10	<i>Discussion Issue 2 opens July 10</i>	1, 2, 3, 4
10 – 7/17 – 7/23	- Lipman-Blumen – Ch. 12 - Johnson – Ch. 11 - Siegel – <i>With power comes responsibility</i>	<i>Discussion Issue 2 continues with a second guiding question July 17, closes July 23</i>	1, 2, 3, 4
11 – 7/24 – 7/30	- Lipman-Blumen – Ch. 13 - Johnson – Ch. 12	<i>Ethical Decision-Making Framework/Model paper due July 28</i>	1, 2
Class Meeting 7/27 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #404			
12 – 7/31 – 8/6	No new readings assigned		

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Examine the ethical aspects of human decision-making
2. Assess and apply various ethical constructs as they relate to decision-making concepts, practices, and models
3. Analyze and develop frameworks/models for ethical decision-making relative to specific professional practice
4. Analyze and explain the ethical implications of decisions made in leadership, learning, and research processes

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



Term:	Fall 2024
Course Title:	LEAD 7820 Data-Informed Aspects of Decision-Making (Hybrid)- PhD22
CRN:	47668
Credits:	3 graduate credit hours
Location:	Hunter Hall #405 & Virtual Classroom
Dates/Times:	Saturdays: August 24 (1:00 – 5:00 pm ET), September 28 (12:30 – 4:30 pm ET), October 19 (12:30 – 4:30 pm ET), November 16 (12:30 – 4:30 pm ET)
Faculty:	Dr. Andy Browne, (John-Browne@utc.edu) Hunter Hall #413D - 423-425-2185 - Virtual Office Hours by Appt. Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #412B – 423-425-4480 – Virtual Office Hours by Appt.

Course Catalog Description:

This course will provide participants with a sound understanding of the conceptual framework of the importance of data in the decision-making process. Areas of study will include different types of data assessment and application to the decision-making process, factors that impact decision-making, and the role of quantitative and qualitative analysis for individual and group decision-making. Participants will compare, contrast, and relate data-informed decision-making strategies to conceptual models of learning and leadership. Primary activities during this course will include planning for the use of data in detailed and specific analysis of decisions made in both leadership and learning processes from the participant's professional practice/experience.

Course Pre-requisite: LEAD 7810 Cognitive Aspects of Decision-Making

Course Learning Outcomes (CLOs):

1. Distinguish between different types of data assessment (both quantitative and qualitative) and their application to the decision-making process
2. Formulate hypotheses to be explored and develop appropriate data-informed decision-making strategies
3. Interpret data models contextually in support of description, prediction, and optimal decision-making
4. Critically evaluate and analyze data methods related to human decision-making

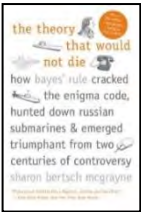
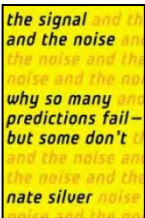
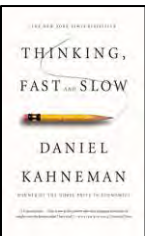
Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the LEAD Doctoral Programs. The specific competency areas addressed in this course is the ***Decision-Making*** competency.

As aspiring scholar-practitioners of ***Decision-Making***, participants will:

- Assess and apply various cognitive and ethical constructs as they relate to decision making concepts, practices, perspectives, and models
- Identify and articulate appropriate types of data-informed analyses (quantitative, qualitative, and mixed methods), apply, and critically evaluate all data generated as they relate to the decision-making process.
- Develop and demonstrate organizational strategies used in decision-making from cognitive, ethical, and data-informed perspectives

Required Course Materials*:

Image	Details
	McGrayne, S.B. (2012). <i>The theory that would not die: How Bayes' rule cracked the enigma code, hunted down Russian submarines, and emerged triumphant from two centuries of controversy</i> . Yale University Press. ISBN: 9780300188226
	Silver, N. (2015). <i>The signal and the noise: Why so many predictions fail – but some don't</i> . Penguin Press. ISBN: 9780143125082
	**Kahneman, D. (2011). <i>Thinking fast and slow</i> . Farrar, Straus, and Giroux. ISBN: 9780374533557

*Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** Book required for previous course.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade*
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 4) 400 Points Total	20%
1 Discussion Issue	Meaningful Contributions to the Discussions	100 Points	10%
Data-Informed Decision Identification Paper	Written Document (500 words minimum)	100 Points	20%
Data-Informed Decision Analysis	Written Document (2000 words minimum)	100 Points	20%
Data-Informed Decision Analysis Presentation	Data-Informed Decision Analysis PowerPoint Presentation (up to 8 minutes, plus 5 minutes for questions)	100 Points	10%
Critical Reflection (<i>Decision-Making</i>)	Written Paper (1500 words minimum)	100 Points	20%
TOTALS		900 Points	100%

*Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid, and we believe provide an important opportunity to share information, work in groups to present and discuss issues, as well as engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Data-Informed Decision Identification Paper (May be written in first person): Identify a decision(s) point in your professional practice that relies on / requires data and measurement (currently using frequentist type data / analysis). For example, select a decision that is made regularly that relies on analysis and review of data to be properly informed. Assigned articles and directed readings will lead you to examine concepts for your Data-Informed Decision Analysis paper. The Data-Informed Decision Identification deliverable is used to identify and develop your conceptual overview for the Data-Informed Decision Analysis.

Data-Informed Decision Analysis (May be written in first person): The purpose of the Data-Informed Decision Analysis Paper is to further investigate the decision point in your professional practice where frequentist data currently exist and are used to inform decision-making. Assigned articles and directed readings will lead you to examine concepts for your own Data-Informed Decision Analysis. Once you have identified the primary components of current data analysis, you will develop a plan for re-examining these data from a probabilistic methodology, and then justify the use of and reasoning behind probabilistic data analysis for this decision process. This paper will demonstrate and assess your comprehension, analysis, and synthesis of the course subject matter and demonstrate advanced critical thinking skills. As you reflect on issues addressed in the related readings, you are encouraged to incorporate resource material as well as any past formal learning experience.

Data-Informed Decision Analysis Presentation: The presentation deliverable should be in PowerPoint format.

Critical Reflection (Decision-Making) (May be written in first person): The purpose of a Critical Reflection paper is to demonstrate competency and ultimately mastery of a specific program domain. Each Critical Reflection will serve as a “cover document” for each competency area and the associated artifacts that will be shared. It should weave theoretical understanding and fluency together with knowledge of and reflection on the seminal works (primary literature associated with the specific competency); it should also demonstrate a participant’s specific experiential learning and practical application in each associated competency areas. A Critical Reflection paper typically includes three well-blended elements. ***These elements are woven together throughout the work and do not stand alone as separate sections.*** Learning experiences should be intertwined with relevant theories and concepts, explanations, understanding and analysis of what learning occurred, along with what might have happened if a different plan of action had been followed. Additionally, you will upload your Critical Reflection paper to the Digital Portfolio.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face class meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Zoom Accommodation Request: If there is a possibility of attending all or part of a class meeting synchronously via Zoom video conference, the participant should submit a request to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 48 hours prior to class. Once approved, the Program Office will send the participant a calendar invitation with the Zoom meeting link.

Alternate Deliverable Request: If a participant is unable to attend the class session in person or connect via Zoom video conference synchronously, the participant may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable, preferably a minimum of 48 hours prior to class. If an alternate deliverable is requested, the

participant will have the opportunity to demonstrate learning and *to earn a portion (percentage)* of the missed contribution points.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify the Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the Instructor(s), participants are expected to keep their webcams turned on during class meeting(s) if connected virtually. Contribution points are directly related to ongoing engagement during class meeting(s).

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

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1 – 8/19 – 8/25	- McGrayne – Chs. 1-3 - Kann – <i>The little-known story of the Navy women codebreakers who helped Allied forces win WWII</i> NOVA video: Prediction by the numbers		1, 4
Class Meeting 8/24 Saturday, 1:00 – 5:00 pm ET, Hunter Hall #404			
2 – 8/26 – 9/1	- McGrayne – Chs. 4-5 - Silver – Chs. 1-2		1
3 – 9/2 – 9/8	- McGrayne – Chs. 6-8 - Silver – Ch. 3 - Zyphur & Oswald – <i>Bayesian estimation and inference: A user's guide</i>	Discussion Issue 1 opens 9/4	1
4 – 9/9 – 9/15	- McGrayne – Chs. 9-10 - Silver – Chs. 4-5	Discussion Issue 1 continues with a second guiding question posted on 9/11	1, 3, 4
5 – 9/16 – 9/22	- McGrayne – Chs. 11-13 - Helbert – <i>Modeling enrollment at a regional university</i> <i>Markov chain description and illustrations</i>	Discussion Issue 1 closes 9/17	1, 2, 4
6 – 9/23 – 9/29	- McGrayne – Chs. 14-15 - Silver – Ch. 6		1, 2, 4
Class Meeting 9/28 Saturday, 12:30 – 4:30 pm ET, Hunter Hall #404			
7 – 9/30 – 10/6	- McGrayne – Chs. 16-17; Epilogue & Appendices - Steyvers et al. – <i>A Bayesian analysis of human decision-making...</i>		1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
8 – 10/7 – 10/13	- Silver – Chs. 7-8 - Achtziger et al. – <i>The neural basis for belief updating and rational decision-making</i> - Daunizeau et al. – <i>Observing the observer...</i>	<i>Data-Informed Decision Identification Paper due 10/13</i>	1, 2, 3, 4
9 – 10/14 – 10/20	Karangwa & Kotze – <i>Using the Markov Chain Monte Carlo method to make inferences...</i>		1, 3
Class Meeting 10/19 Saturday, 12:30 – 4:30 pm ET, Hunter Hall #405			
10 – 10/21 – 10/27	Silver – Ch. 9		1, 3
11 – 10/28 – 11/3	- Silver – Chs. 10-11 - Merigo – <i>Fuzzy decision-making with immediate probabilities</i>		1, 3
12 – 11/4 – 11/10	- Wakefield & Kim – <i>A Bayesian model for cluster detection</i> Silver – Ch. 12 - Coory et al. – <i>Bayesian versus frequentist statistical inference for investigating...</i>	<i>Data-Informed Decision Analysis due 11/10</i>	1, 2, 3, 4
13 – 11/11 – 11/17	- Silver – Ch. 13 - Gigerenzer & Gaissmaier – <i>Heuristic decision-making</i>	<i>Data-Informed Decision Analysis Presentation due 11/15 (presented during class meeting on 11/16)</i>	1, 2, 3, 4
Class Meeting 11/16 Saturday, 12:30 – 4:30 pm ET, Hunter Hall #405			
14 – 11/18 – 11/24	- Huang et al. – <i>How prior probability influences decision making</i> - Lewis – <i>CART analysis</i>		1, 2, 3, 4
15 – 11/25 – 12/1	Zhang – <i>Naïve Bayes explained</i>	<i>Critical Reflection (Decision-Making) due 11/26</i>	1, 2, 3, 4
16+ 12/2 – 12/10	Smith - <i>Public attitudes toward computer algorithms</i>		1

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Distinguish between different types of data assessment (both quantitative and qualitative) and their application to the decision-making process
2. Formulate hypotheses to be explored and develop appropriate data-informed decision-making strategies
3. Interpret data models contextually in support of description, prediction, and optimal decision-making
4. Critically evaluate and analyze data methods related to human decision-making

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



Term:	Fall 2024
Course Title:	LEAD 7830 Higher Education: Administration and Leadership (Hybrid)
CRN:	47669
Credits:	3 graduate credits
Dates/Time:	Hunter Hall #405/Zoom Saturdays: August 24, September 28, October 19 8:00 am – 12:00 pm ET
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. Cynthia T. Williamson, (Cynthia-Williamson@utc.edu) Hooper Hall #206 - 423-425-4288 - Virtual Office Hours by Appt.

Course Catalog Description:

This course is designed to facilitate an understanding of the role and functions of various levels of leadership and administration within and external to higher education. The course will use the prism of leadership, process, and transformation theory to guide participants to understanding how higher education institutions make decisions, develop policy, and interact in their environments.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

1. Examine and analyze the conceptual framework of administration in Higher Education related to leadership processes and relationships as compared with other organizations
2. Analyze and discuss the complexity of colleges and universities as organizations related to administration and governance, external influences and factors that may impact higher education, and multiple cultures and norms that develop within and across organizations
3. Compare and contrast the historical, environmental, social, political, and cultural contexts within which higher education functions

Relationship to Program Competencies (Comprehensive Assessment):

This course is related to many of the core competencies in the LEAD Doctoral Programs. Deliverables include papers and documents that may reflect on any or all of the competency areas. Papers produced for this course include the participant's learning experiences, the relationship of your personal and professional experiences woven with the theoretical knowledge

base, and demonstration of command of scholarly communication practices and conventions.

Required Course Materials*

Image	Details
	Powers, K, & Schloss, P.J. (2022). <i>Organization and administration in higher education</i> (3rd ed.). Routledge. ISBN: 9781032225241

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
3 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 3) 300 Points Total	25%
1 Discussion Issue	Meaningful Contributions to the Discussion	100 Points	15%
2 Conceptual Application Analyses	Written Papers (1500 words minimum)	(100 Points each x 2) 200 Points Total	25%
Peer Partnership	Peer Discussion, Document Review, and Evaluation of Presentations	100 Points Total	10%
Board Brief Paper & Board Brief Presentation	Written Paper (750 - 1000 words - max of 4 pages, including references and graphics) 5-minute maximum presentation submitted via Canvas Studio	(100 Points each x 2) 200 Points Total	25%
TOTALS		900 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	“C” represents an evaluation of work that needs improvement relative to standards of competency but lacks some areas of thorough understanding of the subject matter.
F	74% and lower	“F” represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Face-to-Face Class Meetings: Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that allow the course to be designated as hybrid and we believe provide an important opportunity to share information, work in groups to present and discuss issues and engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least 2 different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Conceptual Application Analyses (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Conceptual Application Analysis is used to develop and assess your comprehension of course concepts and theoretical constructs and

demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. The deliverable must have your name and the page number in the header of each page of the submission. Please see Canvas course space for the specific prompt.

Board Brief Paper (should be written in first person): Providing accurate, concise, and unbiased information on critical issues to governing boards, legislators, and other stakeholder groups is a common task for many higher education administrators. Select an issue based on current issues in higher education (see examples in UTC Learn course space).

Prepare an issue brief for a group of university trustees, keeping in mind that you need to explain a complex issue in a format that is simple and easy to digest. While the design is up to you, the brief must address the following points:

- *What are the background and significance of the issue/problem?* (Why is it important for trustees to understand and why it is a critical issue for higher education in general)
- *What are the critical pieces of information they need to know?* (Think about higher education trends or supporting data, financial or legal impact, potential pitfalls, laws or policies at the state and federal level, if applicable, and any guidance from professional organizations such as the Association of Governing Boards, Accreditors, or other such as American Association of University Professors, Association of Public and Land-Grant Universities, etc.)
- *What options should board members consider, and what are the key advantages or disadvantages?* (more information, a policy, an MOU, a follow-up at a later date?)

Be creative and use graphics or tables as appropriate; cite references to support your data-informed opinions and viewpoints.

Board Presentation: The presentation deliverable should be completed in Canvas Studio using PowerPoint and your webcam; similar to an actual board presentation at the University of Tennessee Board, you will have 5 minutes to present (we suggest you set a timer as going over the allotted time will result in point deductions). Practice your presentation to ensure your timing.

Peer Partnership: The Peer Partnership consists of three components; a peer discussion, a peer document review, and a peer evaluation of presentations. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers.

Written Deliverables: Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size,

unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all synchronous class sessions in person or via Zoom video conference. Synchronous course meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the synchronous sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Zoom Attendance Request: To request to attend a class meeting synchronously via Zoom video conference, the participant should contact the Instructors (Cc: utclead@utc.edu) to request the Zoom connection information, preferably a minimum of 48 hours prior to class. Once approved, the Program Office will send the participant a calendar invitation with the Zoom meeting link.

Alternate Deliverable Request: If a participant is unable to attend the class session or connect via Zoom video conference synchronously, the participant may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable, preferably a minimum of 48 hours prior to class. If an alternate deliverable is requested, the participant will have the opportunity to demonstrate learning and *to earn a portion (percentage)* of the missed contribution points.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify the Instructor(s) of late submissions as soon as possible.

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UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the Instructor(s)* discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	• Powers & Schloss – Ch. 1 • Marken – <i>A crisis in confidence in higher ed</i> • Gottfried – <i>Why the case against education won't fly</i>		1, 2, 3
Class Meeting 8/24 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404/Zoom			
2 – 8/26 – 9/1	• Powers & Schloss – Ch. 2 • Witt-Kieffer – <i>Leadership traits and success in higher education</i>		1, 2, 3
3 – 9/2 – 9/8	• Powers & Schloss – Ch. 3 • Bolden et al. – <i>Distributed leadership in higher education</i> • Bejou & Bejou – <i>Shared governance: The key to higher education equilibrium</i>		1, 2, 3
4 – 9/9 – 9/15	• Powers & Schloss – Ch. 4	Conceptual Application Analysis I due 9/15	1, 2, 3
5 – 9/16 – 9/22	• Powers & Schloss – Ch. 5 • Harden – <i>The end of the university as we know it</i> • Friedman – <i>The obsolescence of academic departments</i> • Bird et al. – <i>Negative impacts from the shift to online learning during COVID-19 crisis...community college system</i>		1, 2, 3
6 – 9/23 – 9/29	• Powers & Schloss – Ch. 6 • Chronicle of Higher Education – <i>The new generation of students – How colleges can recruit, teach, and serve Gen Z</i>		1, 2, 3
Class Meeting 9/28 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404/Zoom			

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
7 – 9/30 – 10/6	• Powers & Schloss – Ch. 7 • Hillman et al. – <i>Market-based higher education</i> • Brean - ... <i>obsolete academic departments haunting university campuses</i>		1, 2, 3
8 – 10/7 – 10/13	• Powers & Schloss – Ch. 8 • Winter – <i>Academic manager or managed academic</i>	<i>Conceptual Application Analysis II due 10/13</i>	1, 2, 3
9 – 10/14 – 10/20	• Embracing a new model for higher education governance part 2: The updated board duties • Embracing a new model for higher education governance part 3: How new board roles facilitate institutional transformation	<i>Peer Partnership opens 10/16</i>	1, 2, 3
Class Meeting 10/19 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #405/Zoom			
10 – 10/21 – 10/27	• Powers & Schloss – Ch. 9	<i>Board Brief paper due to Peer Partner by 10/27</i>	1, 2, 3
11 – 10/28 – 11/3	• Powers & Schloss – Ch. 10		1, 2, 3
12 – 11/4 – 11/10	• Powers & Schloss – Ch. 11	<i>Board Brief paper due 11/10</i>	1, 2, 3
13 – 11/11 – 11/17	• Powers & Schloss – Ch. 12	<i>Discussion Issue 1 opens 11/13</i>	1, 2, 3
14 – 11/18 – 11/24		<i>Discussion Issue 1 continues with a second guiding question on 11/20</i> <i>Board Brief Presentation submitted via Canvas Studio by 11/24</i>	1, 2, 3
15 – 11/25 – 12/1		<i>Discussion Issue 1 closes 11/26</i>	1, 2, 3
16+ – 12/2 – 12/10		<i>Peer assessment of Board Presentations due 12/8</i>	1, 2

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Examine and analyze the conceptual framework of administration in Higher Education related to leadership processes and relationships as compared with other organizations
2. Analyze and discuss the complexity of colleges and universities as organizations related to administration and governance, external influences and factors that may impact higher education, and multiple cultures and norms that develop within and across organizations
3. Compare and contrast the historical, environmental, social, political, and cultural contexts within which higher education functions

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



Term:	Spring 2024
Course Title:	LEAD 7840 Higher Education: Strategy and Decision-Making (Hybrid)
CRN:	26281
Credits:	3 graduate credits
Dates/Time:	Fridays: January 26, March 8, April 5 5:00 – 8:00 pm ET
Location:	Hunter Hall #405/Zoom & Virtual Classroom
Faculty:	Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt.

Course Catalog Description:

Participants will explore and examine the challenges related to decision-making in a continuously transforming climate of higher education. Focus will be placed on innovation and strategy.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

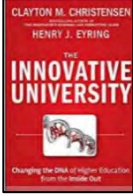
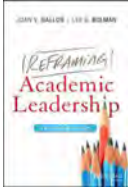
Course Learning Outcomes (CLOs):

1. Investigate current college and university administrative challenges and solutions
2. Assess and review the various administrative roles and responsibilities within Higher Education and apply concepts to professional practice
3. Examine and analyze organizational theory to apply decision-making in higher education institutions
4. Discover and hypothesize about the strategic use of innovative concepts / solutions as they pertain to decision-making and the future of higher education in specific environments

Relationship to Program Competencies (Comprehensive Assessment):

Higher Education: Strategy and Decision-Making is related to many of the core competencies in the LEAD Doctoral Programs. In this course, the deliverables include papers and documents that may reflect on any or all of the competency areas. Papers produced for this course include reflection on the participant's learning experiences woven with the theoretical knowledge base and the seminal works associated with any or all of the program competency areas, as well as a demonstration of command of scholarly communication practices and conventions.

Required Readings*:

Reading Image	Reading Details
	Christensen, C.M. & Eyring, H.J. (2011). <i>The innovative university: Changing the DNA of higher education from the inside out</i> . Jossey Bass. ISBN: 9781118063484
	Gallos, J.V. & Bolman, L.G. (2021). <i>Reframing academic leadership</i> . 2 nd ed. Wiley. ISBN 9781119663560

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**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

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Specific deliverable prompts are posted in the Canvas Course Space in Deliverables.

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Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

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Leadership and Instructional Practice Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	- Christensen & Eyring – Ch. 1 - Gallos & Bolman – Chs. 1-2		1, 3
2 – 1/15 – 1/21	- Christensen & Eyring – Chs. 2-3 - Gallos & Bolman – Preface & Ch. 3	<i>Discussion Issue 1 opens 1/17</i>	1, 2, 3
3 – 1/22 – 1/28	Christensen & Eyring – Chs. 4-5	<i>Discussion Issue 1 continues with a second guiding question posted on 1/24</i>	1, 2, 3
Class Meeting 1/26 Friday, 5:00 – 8:00 pm ET, Hunter Hall #405/Zoom			
4 – 1/29 – 2/4	- Christensen & Eyring – Chs. 6-7 - Gallos & Bolman – Ch. 4 - Johnson & Jones – <i>Instrumental case study analysis of anticipatory leadership practices</i> - Elrehail et al. – <i>The impact of transformational and authentic leadership on innovation in higher education</i>	<i>Discussion Issue 1 closes 1/30</i>	1, 2, 3, 4
5 – 2/5 – 2/11	- Christensen & Eyring – Chs. 8-10 - Gallos & Bolman – Ch. 5		1, 3
6 – 2/12 – 2/18	- Christensen & Eyring – Chs. 11-12 - Gallos & Bolman – Ch. 6 - Etzkowitz – <i>The entrepreneurial university: Vision and metrics</i>		1, 3
7 – 2/19 – 2/25	- Christensen & Eyring – Chs. 13-14 - Gallos & Bolman – Ch. 7 - Gawel – <i>Business collaboration with universities</i>	<i>Discussion Issue 2 opens 2/21</i> <i>Conceptual Application Analysis I due 2/25</i>	1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
8 – 2/26 – 3/3	- Christensen & Eyring – Chs. 15-16 - Gallos & Bolman – Chs. 8-9 - Brown – <i>Leading colleges & universities in a new policy era</i>	Discussion Issue 2 continues with a second guiding question posted on 2/28	1, 2, 3
9 – 3/4 – 3/10	- Christensen & Eyring – Ch. 17 - Gallos & Bolman – Ch. 10 - Colson et al. – <i>Simple, transparent, and less burdensome: Assessment...</i>	Discussion Issue 2 closes 3/5	1, 2, 3
Class Meeting 3/8 Friday, 5:00 – 8:00 pm ET, Hunter Hall #405/Zoom			
10 – 3/11 – 3/17	<i>Spring Break</i>		
11 – 3/18 – 3/24	- Christensen & Eyring – Chs. 18-19 - Gallos & Bolman – Ch. 11		1, 3
12 – 3/25 – 3/31	- Christensen & Eyring – Chs. 20-22 - Gallos & Bolman – Chs. 12-13 - Pucciarelli & Kaplan – <i>Competition and strategy in higher education</i>		1, 3
13 – 4/1 – 4/7	- Christensen & Eyring – Ch. 23 - Gallos & Bolman – Ch. 14		1, 2, 3
Class Meeting 4/5 Friday, 5:00 – 8:00 pm ET, Hunter Hall #405/Zoom			
14 – 4/8 – 4/14	- Christensen & Eyring – Ch. 24 - Gallos & Bolman – Chs. 15-16 - Open University – <i>Innovating pedagogy 2023</i>	Discussion Issue 3 opens 4/10 Conceptual Application Analysis II due 4/14	1, 2, 3
15 – 4/15 – 4/21	- Gallos & Bolman – Ch. 17 - Huron – <i>The transformation-ready higher education institution</i> - Gallos & Bolman – Ch. 18 - Epilogue	Discussion Issue 3 continues with a second guiding question posted on 4/17	1, 2, 3, 4
16+ – 4/22 – 4/30		Discussion Issue 3 closes 4/23	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Investigate current college and university administrative challenges and solutions
2. Assess and review the various administrative roles and responsibilities within Higher Education and apply concepts to professional practice
3. Examine and analyze organizational theory to apply decision-making in higher education institutions
4. Discover and hypothesize about the strategic use of innovative concepts / solutions as they pertain to decision-making and the future of higher education in specific environments

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



Term:	Summer 2024
Course Title:	LEAD 7850 Higher Education: Planning and Resources (Internet)
CRN:	81193
Credits:	3 graduate credits
Location:	Virtual Classroom
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt.

Course Catalog Description:

In this course, participants will examine the planning and resource needs related to specific divisions/units in institutions of higher education. They will explore and identify connections to the theoretical constructs of organizations and leadership, as well as other program competency areas.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes (CLOs):

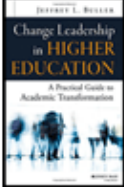
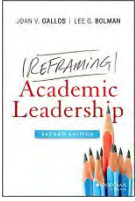
1. Explain the purposes and functions of specific processes/divisions within institutions of higher education
2. Articulate and apply basic organizational and leadership theories to institutions of higher education
3. Discuss contemporary planning and resource needs faced by college and university administrators
4. Explain the purposes and functions of an administrative unit of their choice in detail
5. Develop a process for effectiveness measurement for selected administrative units of higher education

Relationship to Program Competencies (Comprehensive Assessment):

Higher Education: Planning and Resources is related to many of the core competencies in the LEAD Doctoral Programs. In this course, the assessments include papers and other deliverables that may reflect on any or all of the competency areas, specifically focusing on organizational, leadership, and innovation theories. Papers produced for this course include conceptual application analysis of the participant's learning experiences woven with the theoretical knowledge base and the seminal works associated with any or all of the program competency

areas, as well as a strategy plan that includes demonstration of command of scholarly communication practices and conventions.

Required Course Materials*

Image	Details
	Buller, J.L. (2014). <i>Change leadership in higher education: A practical guide to academic transformation</i> . Wiley. ISBN 9781118762035
	Bolman, L.G. & Gallos, J.V. (2021). <i>Reframing academic leadership</i> . 2 nd ed. Wiley. ISBN 9781119663560

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	25%
Conceptual Application Analysis	Written Paper (1000 words minimum)	100 Points	25%
Higher Education Strategy & Assessment Plan	Written Paper (1500 words minimum, not including appendices)	100 Points	25%
Higher Education Strategy & Assessment Plan Presentation	Video Presentation (10-15 minutes using Canvas Studio)	100 Points	15%
Peer Partnership	Peer Partnership engagement (Discussion, Document Review, & Evaluation)	100 points	10%
TOTALS		600 Points	100%

** Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	“C” represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	“F” represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days **per week** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Conceptual Application Analysis – May be written in 1st person: Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. A Conceptual Application Analysis is used to develop and assess your comprehension of course concepts and theoretical constructs and demonstrate your critical thinking skill through application to your professional practice. Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. Make sure you include your informed opinion and viewpoints. Each deliverable must have your name and the page number in the header of each page of the submission. Please see the Canvas Course Space for the specific prompt.

Higher Education Strategy & Assessment Plan – May be written in 1st person: Using your own professional experience and knowledge about a specific area of higher education, write a detailed strategy and assessment plan for ongoing enhancement and improvement for your area. Your paper should include an introductory section that describes the higher education unit/area of your choice, should be supported/documented with references to the related literature, and should include a plan for ongoing strategy and assessment of this area of higher education.

Higher Education Strategy & Assessment Plan Video Presentation: You will prepare a video presentation of your Strategy and Assessment Plan using the Canvas Studio tool.

Peer Partnership: The Peer Partnership consists of three components; a peer discussion, peer document review, and evaluation of peer presentations. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s) papers; please do not make direct changes in your partner's papers.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the

instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

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Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	• Buller – Ch. 1 • Bolman & Gallos – Ch. 3	<i>Discussion Issue 1 opens May 15</i>	1, 2, 3
2 – 5/22 – 5/28	• Buller – Ch. 2 • Bolman & Gallos – Ch. 4	<i>Discussion Issue 1 continues with a 2nd guiding question on May 22, closes May 28</i>	1, 2, 3
3 – 5/29 – 6/4	• Buller – Ch. 3 • Bolman & Gallos – Ch. 5 • Pereira et al. - <i>Assessment revisited: A review of research in assessment and evaluation in higher education</i>		1, 2
4 – 6/5 – 6/11	• Buller – Ch. 4 • Bolman & Gallos – Ch. 6 • Immordino et al. - <i>Impact of strategic planning in higher education</i>	<i>Conceptual Application Analysis due June 9</i>	1, 2, 4
5 – 6/12 – 6/18	• Buller – Ch. 5 • Bystydzienski et al. - <i>The leadership role of college deans and department chairs in academic culture change</i>	<i>Peer Partnership opens June 12</i>	1, 2, 4
6 – 6/19 – 6/25	• Buller – Ch. 6 • Kenno et al. - <i>Budgeting strategic planning and institutional diversity in higher education</i>		1, 2
7 – 6/26 – 7/2	• Buller – Ch. 7	<i>Higher Education Strategy & Assessment Plan draft to Peer Partnership by June 30</i>	1, 2, 3
8 – 7/3 – 7/9	• Kim – <i>Can Krueger's superb Rockonomics help us understand higher education economics</i>	<i>Discussion Issue 2 opens July 3</i>	1, 2, 3, 4, 5

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
9 – 7/10 – 7/16	- Buller – Ch. 8 - Liaoa & Hitchcock - <i>Reported credibility in higher education evaluation - qualitative</i>	<i>Discussion Issue 2 continues with a 2nd guiding question on July 10, closes July 16</i>	1, 2, 3, 4
10 – 7/17 – 7/23	Buller – Ch. 9	<i>Higher Education Strategy & Assessment Plan due July 21</i>	1, 2, 3, 4, 5
11 – 7/24 – 7/30	Buller – Ch. 10	<i>Higher Education Strategy & Assessment Plan Video Presentation due July 24 (Canvas Studio recording)</i>	1, 2, 3, 4, 5
12 – 7/31 – 8/6	Bolman & Gallos - <i>Epilogue</i>	<i>Higher Education Strategy & Assessment Plan Video Presentation Peer Review/Assessment due August 4</i>	1, 2, 3, 4, 5

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Explain the purposes and functions of specific processes/divisions within institutions of higher education
2. Articulate and apply basic organizational and leadership theories to institutions of higher education
3. Discuss contemporary planning and resource needs faced by college and university administrators
4. Explain the purposes and functions of an administrative unit of their choice in detail
5. Develop a process for effectiveness measurement for selected administrative units of higher education

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



Term:	Fall 2024
Course Title:	LEAD 7870 Higher Education: Instruction and Assessment
CRN:	47670
Credits:	3 graduate credits
Location	Internet
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt. Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter Hall #415A – 423-425-5270 – Virtual Office Hours by Appt.

Course Catalog Description:

This course is designed to focus on various models, perspectives, research, and techniques pertaining to teaching and learning in higher education. Issues related to values, beliefs, cognition, pedagogical and andragogical techniques, as well as how to structure, deliver, and evaluate instruction will be covered. Participants will develop essential concepts and strategies related to organizing and presenting concepts in a practical and effective style applicable to all domains of knowledge.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

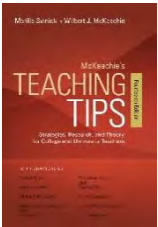
Course Learning Outcomes (CLOs):

1. Refine and articulate a philosophy of learning through examination of literature and reflective analysis
2. Develop a collection of instructional strategies to enhance learning effectiveness
3. Compare and contrast a variety of instructional styles and assessment methodologies for the collegiate-level classroom, including multiple modalities
4. Identify and develop assessment methods for evaluating student learning

Relationship to Program Competencies (Comprehensive Assessment):

This course is related to many of the core competencies in the LEAD Doctoral Programs. Deliverables include papers and documents that may reflect on any or all of the competency areas. Papers produced for this course include the participant's learning experiences, the relationship of your personal and professional experiences woven with the theoretical knowledge base, and demonstration of command of scholarly communication practices and conventions.

Required Course Materials*

Image	Details
	McKeachie, W. J., & Svinicki, M. (2014). <i>McKeachie's teaching tips: Strategies, research, and theory for college and university teachers</i> (14th ed.). Cengage Learning. ISBN: 9781133936794

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
Generative AI for University Leaders	Three module online component (Coursera)	100 Points	15%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	25%
Learning Philosophy Statement	Written Paper (500 words minimum)	100 Points Total	15%
Peer Partnership	Peer Discussion, Peer Review, and Peer Assessment	100 Points Total	10%
Instructional Practice & Assessment Paper	Written Paper 2500 words minimum – not including references, graphics, and appendix(ces)	100 Points	25%
Instructional Practice & Assessment Presentation	10-minute maximum presentation digitally recorded via Canvas Studio including webcam	100 Points Total	10%
TOTALS		700 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	“C” represents an evaluation of work that needs improvement relative to standards of competency but lacks some areas of thorough understanding of the subject matter.
F	74% and lower	“F” represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days *per week* while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Learning Philosophy Statement (may be written in first person): Assigned articles and directed readings will lead you to examine and analyze your own learning philosophy. This statement conveys your learning values, beliefs, and goals to a broader audience, provides a set of criteria and/or standards to judge the quality of your instructional practice, and provides evidence of your effectiveness in the learning process.

Your learning philosophy statement (often called a teaching philosophy statement) should contain the following components:

1. Your data-informed conception of teaching and learning
2. A description of how you facilitate the learning process
3. Justification (including support from literature) for why this is your preferred learning process

Instructional Practice & Assessment Paper (may be written in first person): This deliverable demonstrates your application of learning processes to instructional design and assessment strategies to evaluate student learning. Using a data-informed approach, develop a concept for college level learning that includes a course/training description, specific student learning outcomes, and strategies for instruction of the related material. Ensure that you are providing opportunities for the learning to be accomplished via multiple modalities (face-to-face, online, hybrid). Additionally, still using a data-informed approach, develop assessment processes to evaluate the learning to be accomplished based on the instructional process described. Ensure that you provide a specific map of how the assessments relate to specific learning outcomes and instructional strategies. Please include rubrics (as appendices).

Instructional Practice & Assessment Presentation (via Canvas Studio): Develop and present your Instructional Practice & Assessment Paper in video format (using the Canvas Studio resources).

Peer Partnership: The Peer Partnership consists of three components; a peer discussion, peer document review, and peer evaluation of presentation. Peer partners will work together throughout the course to discuss components and provide draft feedback on papers to be submitted. Please use the comment feature in Word to provide feedback to your peer partner(s) papers.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: This course is conducted completely online and does not require a face-to-face synchronous component. However, participants are expected to actively engage and contribute throughout the course, including specific activities (i.e. discussions, peer partnerships, assigned deliverables) in a meaningful way that contributes to

your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. If a participant feels that s/he has an impossible conflict that would prohibit timely and routine contribution to the course activities or submission of a deliverable, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on if connected virtually. Contribution points are directly related to ongoing engagement.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

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Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that

should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

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a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

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Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 8/19 – 8/25	- McKeachie & Svinicki – Chs. 1-3 - Martin et al. – <i>Award-winning faculty online teaching practices...</i>	<i>Coursera Generative AI for University Leaders modules open August 19</i>	1, 2, 3
2 – 8/26 – 9/1	McKeachie & Svinicki – Chs. 4-6		1, 2, 3
3 – 9/2 – 9/8	McKeachie & Svinicki – Chs. 7-8	<i>Coursera Generative AI for University Leaders modules (1-3) due September 4</i> <i>Discussion Issue 1 opens September 4</i>	1, 2, 3, 4
4 – 9/9 – 9/15	McKeachie & Svinicki – Ch. 9	<i>Discussion Issue 1 continues with a second guiding question posted 9/11</i>	1, 2, 3, 4
5 – 9/16 – 9/22	Assigned articles	<i>Discussion Issue 1 closes 9/17</i>	1, 2, 3, 4
6 – 9/23 – 9/29	McKeachie & Svinicki – Ch. 10	<i>Learning Philosophy Statement due 9/25</i>	1, 2, 3, 4
7 – 9/30 – 10/6	McKeachie & Svinicki – Chs. 11-13	<i>Peer Partnership opens</i>	2, 3
8 – 10/7 – 10/13	McKeachie & Svinicki – Chs. 14-15		2, 3
9 – 10/14 – 10/20	Keller - <i>Development and use of the ARCS model of instructional design</i>	<i>Instructional Practice & Assessment Paper draft due to Peer Partnership 10/18</i>	1, 2, 3, 4
10 – 10/21 – 10/27	McKeachie & Svinicki – Chs. 16-17	<i>Discussion Issue 2 opens 10/23</i>	2, 3
11 – 10/28 – 11/3	McKeachie & Svinicki – Chs. 18-19	<i>Discussion Issue 2 continues with a second guiding question posted 10/30</i>	2, 3, 4
12 – 11/4 – 11/10	McKeachie & Svinicki – Ch. 20	<i>Discussion Issue 2 closes 11/5</i>	2, 3, 4
13 – 11/11 – 11/17	McKeachie & Svinicki – Ch. 21	<i>Instructional Practice & Assessment Paper due 11/17</i>	1, 2, 3, 4
14 – 11/18 – 11/24	McKeachie & Svinicki – Ch. 22	<i>Instructional Practice & Assessment Presentation (Recorded) due 11/24</i>	1, 2, 3, 4
15 – 11/25 – 12/1			2, 3, 4
16+ – 12/2 – 12/10		<i>Peer evaluation of presentations due 12/8</i>	2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Refine and articulate a philosophy of learning through examination of literature and reflective analysis
2. Develop a collection of instructional strategies to enhance learning effectiveness
3. Compare and contrast a variety of instructional styles and assessment methodologies for the collegiate-level classroom, including multiple modalities
4. Identify and develop assessment methods for evaluating student learning

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



Course Title:	LEAD 7899R Project of Practice
Credits:	3-6 graduate credit hours (Continuous enrollment with minimum 3 credit hours per semester; maximum of 6 credit hours per semester)
Location:	Virtual Classroom
Date/Time:	Varies
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #413C – 423-425-4480 – Virtual Office Hours by Appt.

Course Catalog Description:

The Project of Practice provides an opportunity to showcase the ability to (1) identify a current measurable learning program, (2) describe and relate that program to an extant knowledge base, and (3) effectively evaluate the active program within the professional workplace. Identification of the learning program and agreement to perform evaluation must include approval by the cooperating agency. Description of the program will require a rigorous review of the literature regarding conceptual models underlying the program and, where possible, the identification of empirical outcomes of similar, previously implemented, learning programs. Effective measurement and evaluation of the program will first require the construction of an approved measurement and evaluation plan followed by a thorough implementation and completion of the plan. Final activities will include a formal presentation/defense of the Project of Practice to a committee.

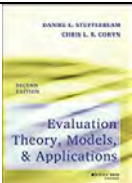
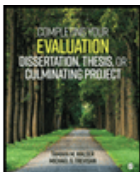
Course Pre-Requisite: Admission to candidacy or department head approval.

Course Learning Outcomes (CLOs):

1. Aligns relevant research-based information for analysis and measurement of workplace program
2. Develops procedures necessary for effective analysis
3. Effectively integrates all available information
4. Constructs effective communication strategies

Required Course Materials:

No new texts need to be purchased for the Project of Practice. Individuals will reference books and materials previously assigned throughout the program coursework. The following are the primary reference materials for the Project of Practice:

Image	Details
	**American Psychological Association (2020). <i>Publication manual of the American Psychological Association</i> . (7 th ed.). American Psychological Association. ISBN: 9781433832161
	The University of Tennessee at Chattanooga. (2019). <i>Thesis and dissertation standards</i> (6 th ed.). https://www.utc.edu/graduate-school/student-resources/thesis.php
	**Newcomer, K. E., Wholey, J. S., & Hatry, H. P. (2015). <i>Handbook of practical program evaluation</i> . (4th ed.). Jossey-Bass. ISBN 9781118893609
	**Stufflebeam, D. L., & Coryn, C. L. S. (2014). <i>Evaluation theory, models & applications</i> . (2 nd ed.). Jossey-Bass. ISBN 9781118074053
	**Walser & Trevisan (2020). <i>Completing your evaluation dissertation, thesis, or culminating project</i> . ISBN: 9781544300009
	**Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. L. (2011). <i>The program evaluation standards: A guide for Evaluators and evaluation users</i> . (3 rd ed.). Sage. ISBN 978412989084

** Book required in previous course(s).

Course Deliverables/Assessment/Evaluation/Grading:

Course deliverables vary by semester as the individual progresses through the sequential learning outcomes of the culminating experience. Thus, the participant will be evaluated by the following deliverables based on the specific semester activities. Individuals may generally require more than one semester to complete the learning outcome(s). Alternatively, an individual may be engaged across two learning outcomes in a semester. In this case instructors will then determine progress based upon time-proportional average of engagement with the material.

Activity	Deliverable	Comments Met (M)/ Not Met (NM)
Bi-Weekly Updates	Meaningful Contributions to the Discussions (minimum of 6 per semester)	
Timelines/Progress	Potential Timeline for Progress (within initial two weeks of each semester) & Timeline Revisions/Accomplishments (throughout the semester)	
Project of Practice Proposal Manuscript & Defense	Written Paper (Chapters I, II, and III) & Presentation/Defense	
Pre-Defense	Complete manuscript of the Project of Practice & Pre-Defense Presentation/Defense	
Complete Manuscript & Final Public Defense & Submission	Complete manuscript with all revisions and formatting & Final Public Presentation/Defense	

Final Grade	Level	Definitions
S	Met	Represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
NP (No Progress)	Not Met	Represents work that does not meet competency standards. No credit earned.

Ask the Chair Discussion (Candidate and Chair only): The Ask the Chair Discussion is the communication venue for you and your chair related to drafts and work on the project of practice. Once a draft or other document (timelines, PowerPoints, data files, etc.) is ready to be reviewed, you should upload to the appropriate submission area and post in the Ask the Chair that the document is available. The chair will review, provide feedback, and share with the committee member(s) as appropriate. In this discussion, you can also ask questions of your chair as you work through the process. Unless directed to do so by the chair, do not post notifications to the full committee that a document is ready for review.

Bi-Weekly Updates: As you move forward with your project of practice, we want to remind you of the importance of the Bi-Weekly Update. You should post meaningful, specific updates of

ongoing progress on a bi-weekly basis (every two weeks). This is an opportunity to share what you are working on and how you are progressing. This is not merely a statement that a new draft has been posted or to pose a question or request. The bi-weekly posts should be detailed and meaningful, containing specific information about your efforts and progress.

Synchronous meetings: Synchronous meetings may be scheduled with your Chair, Methodologist (if applicable), or the whole committee. In order to document this part of the project of practice process, immediately following a synchronous meeting, you should post a detailed summary within 48 hours of the meeting in the appropriate Discussion.

Timelines/Progress: The Timelines/Progress feature is designed to assist you and your chair with reviewing and assessing successful progress for the project of practice. By the end of the second week of each semester, you should prepare a potential timeline for progress in collaboration with your Chair. This timeline and accomplishments (including appropriate revisions), along with your communication with your Chair and your committee through your postings in the appropriate discussions, will serve as the primary indicators for successful progress in the project of practice.

Developing a Realistic Timeline: Development of a realistic timeline for completing the tasks that culminate in a successful Project of Practice should be established between the candidate and the Chair. Anticipated dates will likely need to be revised along the way. The candidate must maintain a realistic schedule that allows sufficient time for each step in the process, including the project Chair's reading of, and feedback on, draft documents. Sufficient time must be allotted for the committee members' reading of those documents as well. Candidates and Chairs should recognize that each committee member may need up to 14 days to review each draft of the manuscript. The customary 14-day time frame for reviewing project of practice drafts does not apply during the intersession. Committee members will return to the standard 14-day review guidelines on the first day of the semester. These factors should be considered when scheduling committee meetings and the final defense.

Drafts/Document Submission: Drafts (as well as other documents) will be uploaded in the Drafts/Document Submission area - both drafts from the candidate and drafts with feedback provided by the Chair/committee members. If the chair or other committee members are in the process of reviewing a recent draft, you can always continue to work to update your literature review or other aspects of your project of practice; there is always work to be accomplished that can be reported. However, please do not submit a draft in the interim while the chair/committee is reviewing. *Please note that your first (and all subsequent) submitted drafts will need to have EndNote incorporated and all citations linked to the Endnote Bibliography and library.

Deliverable Descriptions: Detailed descriptions and rubrics for each deliverable will be developed and provided through UTC Learn (Canvas). The following are the essential key deliverables:

Chapter	Elements of the Project of Practice	Not Met	Met
	Title and related preliminary pages		
CH. 1	Introduction		
	Problem in Context to include an overview of the program to be evaluated and the purpose of the evaluation		
	Evaluation Objectives		
	Evaluation Questions		
CH. 2	Literature Review to include content related to the problem, program theory model, contextual characteristics, and the evaluation approach		
	Project Purpose will describe the purpose of the project/program/intervention being evaluated		
	*Project Implementation Plan will provide a comprehensive explanation of how the intervention or program should be implemented		
CH. 3	Stakeholders to include both identification of stakeholders and the plan for how you will engage them in the evaluation process		
	Supplemental Materials should be described in detail and should be included in the Appendices		
	Logic Model (Project and Evaluation Plan portion to be completed before the proposal defense, Implementation and Outcomes to be added before the final defense.)		
	Evaluation Objectives		
	Evaluation Questions		
	Data Collection (What and How) this section should be written such that another person could pick up your Project of Practice and follow along and perform the same evaluation process you completed		
	Timeline for Data Collection		
	Data Analysis Plan will be included in Ch. 3 – Specifically, how you will analyze the collected data.		
Proposal Defense			
IRB approval			
CH. 4	*Implementation Fidelity will assess the consistency of the implementation of the program or intervention against the implementation plan		
	Evaluation Implementation to include Evaluation Criteria, Evaluation Design Table, and Evaluation Communication Plan		

Chapter	Elements of the Project of Practice	Not Met	Met
	Data Analysis will be included in Ch. 4 – Specifically, the results of those analyses.		
CH. 5	Findings to include Context Analysis and could be instrumental, conceptual, persuasive, symbolic, process use, evaluation capacity building, contributing to disciplinary knowledge, or any combination.		
	Recommendations for Programmatic Change		
	Potential Solutions that are tied directly (including citations) to the literature from Chapter 2		
References			
Appendices			
Format and Style	With consideration given to the following: quotations; Reference list (APA/UTC); number usage; spelling; syntax; subject-verb agreement; tense; awkward and difficult to read sentences; evidence of proofing and editing; etc.		
EndNote Bibliography software applied			
Pre-Defense			
Final Public Defense			

****Implementation plan and Implementation Fidelity are only necessary if you are implementing an intervention or a new program. Otherwise, these sections are not required.***

Completion of Formal Agreement: The culminating experience requires detailed activities within the individual's workplace. Confidential information will be observed. It is thus essential that a memorandum of agreement be developed and adhered to. In some cases, it may be essential that UTC IRB approval be secured. Written documentation of permissions and limitations will be secured prior to any data collection. This is considered a contractual agreement.

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



Term:	Spring 2024
Course Title:	LEAD 7991R Higher Education: Legal Aspects and Issues (Hybrid)
CRN:	25979
Credits:	3 graduate credits
Dates/Time:	Saturdays: January 27, March 9, April 6 8:00 am – 12:00 pm ET
Location:	Hunter Hall #404/Zoom
Faculty:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter Hall #412C – 423-425-5286 – Virtual Office Hours by Appt.

Course Catalog Description:

This course is designed to focus on various legal issues related to higher education and related decision-making. Throughout the course, participants will examine how law is applied in rules, policies, processes, and procedures, including how ethical perspectives apply. The course will help participants to identify sources of law related to higher education, as well as how to apply the law to decision-making in the field of higher education.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

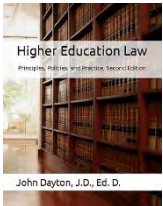
Course Learning Outcomes (CLOs):

1. Identify, describe, and analyze structures and sources of law affecting higher education
2. Analyze specific cases of higher education issues with regard to legal aspects of decision-making
3. Describe and discriminate ethical and practical aspects of legal issues that impact the higher education environment and institutions
4. Describe and defend specific legal positions in relation to higher education legal situations

Relationship to Program Competencies (Comprehensive Assessment):

This course is related to many of the core competencies in the LEAD Doctoral Programs. Deliverables include papers and documents that may reflect on any or all of the competency areas. Papers produced for this course include the participant's learning experiences, the relationship of your personal and professional experiences woven with the theoretical knowledge base, and demonstration of command of scholarly communication practices and conventions.

Required Course Materials*

Image	Details
	**Dayton, J. (2015). <i>Higher education law: Principles, policies, and practices</i>. Wisdom Builders Press. ISBN: 9798373309561

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

** This book is independently published by Amazon, therefore, you may wish to order this book directly from Amazon.com.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
3 Synchronous Class Sessions	Meaningful Contributions in Class	(100 Points each x 3) 300 Points Total	20%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	20%
Legal Case Summary/Brief	Written Paper (1-2 pages double-spaced)	100 Points Total	15%
Compliance Issue Paper	Written Paper (1500 words minimum)	100 Points Total	15%
Legal Issue Analysis & Application Paper	Written Paper (2000 words minimum – not including references, graphics, and appendix(es))	100 Points Total	20%
Legal Issue Analysis & Application Presentation	10-minute maximum Canvas Studio/PowerPoint presentation	100 Points Total	10%
TOTALS		900 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	A represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	B represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% +	C represents an evaluation of work that needs improvement relative to standards of competency and lacks some areas of thorough understanding of the subject matter.
F	74% and lower	F represents unsatisfactory work.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date (not including days that the university is closed).

Synchronous Class Meetings: Synchronous sessions are designed to be sharing opportunities conducted live. It is these sessions that allow the course to be designated as hybrid and we believe provide an important opportunity to share information, work in groups to present and discuss issues and engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

Discussion Issues: After reading the Instructor's post/issue/questions in the discussion, please post your initial response as a reply to the Instructor's post by Friday at 12:00 noon ET after the discussion begins on Wednesday. Your initial response should be 200 words (minimum). Responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinions. After your primary response, please read the other responses. Look for common themes or other areas of interest or inquiry. Short sentences of mere concurrence, disagreement, or "good job" style kudos, among one another, is not the purpose of these discussions. This is not a race or competition. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinions are the focus. Active engagement in the Discussion Issue will include a minimum of 4 meaningful contributions across at least two different days ***per week*** while the discussion is open (for a total of 8 posts minimum, not including your initial response to the question(s) posted by the Instructor(s)). Part of your grade will be based on the interaction that you have with other participants' contributions, as well as your own response to the question(s). Remember, this is a "Discussion Issue."

Legal Case Summary/Brief (should be written in third person): Assigned articles and directed readings will lead you to examine and analyze a specific legal case in higher education. Your case brief summarizes your legal opinion about the case.

Your case brief should follow the IRAC method:

1. Issue
2. Relevant Law/Rules
3. Application/Analysis
4. Conclusion

Compliance Issue Paper (may be written in first person): This deliverable should provide an overview of a compliance issue in higher education related to your professional practice. You should identify the issue and the following:

- A summary of the compliance issue
- Guidelines, laws, rules, policies governing the compliance issue
- Examples of cases related to the issue
- Recommendations for compliance in your professional practice

Legal Issue Analysis and Application Paper (may be written in first person): Using a data- and law-informed approach, identify, and analyze an ongoing or emerging issue in higher education legal decision-making (First Amendment Freedoms, Disability Law, Title IX, and Affirmative Action). Reflect on concepts addressed in the related readings. You are encouraged to incorporate resource material that you have discovered previously as part of your formal learning journey or through your experiential learning. The Legal Issue Analysis and Application Paper may be written in first person and should address your informed opinion and viewpoints as well as the relevant law and precedent.

Legal Issue Analysis & Application Presentation: Create a Canvas Studio/PowerPoint presentation for your *Legal Issue Analysis & Application Paper*.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

Please review the rubric for each deliverable in UTC Learn (Canvas) for clarity on the requirements for each deliverable.

Attendance & Contribution Requirements: Participants are expected to attend all face-to-face synchronous class sessions. Face-to-face course meetings and discussions include interacting in a meaningful way that contributes to your learning, as well as the learning of others, through the use of course material and your experiential learning as a basis for your data-informed opinion. It is not possible to make up the specific learning that is created as a result of the face-to-face

sessions or interacting in a meaningful way in the course discussions. If a participant feels that s/he has an impossible conflict, s/he should consult the Instructor(s) as soon as the conflict is identified, well in advance of the expected contribution or deliverable due date. If there is a possibility of attending all or part of a class meeting synchronously via video conference (Zoom), s/he should submit a request to connect via Zoom to the Instructor(s) (Cc: utclead@utc.edu), preferably a minimum of 7 days prior to class.

Late Submission of Deliverables: Late submission of deliverables may result in point deductions. Participants should notify Instructor(s) of late submissions as soon as possible.

Alternate Deliverables: If a participant is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable. If the alternate deliverable request is approved by the Instructor(s), the participant will have the opportunity to demonstrate learning and to earn a portion (percentage) of the missed contribution points.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on during course(s) if connected virtually. Contribution points are directly related to ongoing engagement during course(s).

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills: Refer to the Doctoral Program Guide for details.

Technology Support: If you have problems with your UTC password or with UTC Learn (Canvas), please contact the [IT Help Desk](#) at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook (same edition, ISBN, and format, with the same rental term). For more information, go to the [Bookstore Price Match Program](#), visit the bookstore in the University Center, email sm430@bncollege.com, or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and [Graduate Catalog](#) for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

Plagiarism Detection: Papers and other written assignments (deliverables) in this class will be submitted to UTC Learn. The Instructor(s) may submit papers to the UTC Learn text-matching software for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student (participant) as outlined in the UTC Student Handbook.

Communication/Faculty Response Time: Class announcements will be made through UTC Learn and via email. Please check your UTC email and UTC Learn on a frequent basis. If you have problems with accessing your UTC email account or UTC Learn, contact the IT Help Desk at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructor(s)* discussion in the LMS (UTC Learn), course related questions that are personal in nature should be submitted to the Instructor(s) directly via email, and questions that are not course related should be submitted via email to the Program Office at utclead@utc.edu.

Participants can expect faculty to respond to inquiries within three business days, even if the response is to simply inform the participant that the faculty member is working on the inquiry and will reply in greater detail soon. Instructor(s) will respond to posts in the *Ask the*

Instructor(s) discussion within 48 hours on weekdays and within 72 hours on weekends.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the [Counseling Center](#) at 423-425-4438.

Veterans Service Statement: The office of Veteran and Military Affairs is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the [UTC Green Zone](#) webpage or the [Veteran and Military Affairs](#) webpage. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. THANK YOU FOR YOUR SERVICE.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant should remove names from any documents submitted, including the name of the organization, as appropriate. The professors recognize that such documents are sensitive and may be politically charged, and therefore require the following additional precautionary actions: Participants must respect the confidentiality of other organizations discussed in class and refrain from discussing information or specifics of any organization outside of class. Failure to do so will be considered a violation of the Student (Participant) Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Leadership and Decision-Making (PhD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 1/8 – 1/14	- Dayton – Ch. 1-2 CrashCourse – Structure of the Court System	<i>Discussion Issue 1 opens 1/10</i>	1, 2, 3
2 – 1/15 – 1/21	- Dayton – Ch. 3 CrashCourse – Legal System Basics	<i>Discussion Issue 1 continues with a second guiding question posted on 1/17</i>	1, 2, 3
3 – 1/22 – 1/28	How to write a Case Brief 1 How to write a Case Brief 2 How to write a Case Brief 3	<i>Discussion Issue 1 closes 1/23</i>	1, 2, 3
Class Meeting 1/27 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404/Zoom			
4 – 1/29 – 2/4	IRAC Method Example Outline of an IRAC Schar & Weiss - Compliance in higher education: Six considerations	<i>Legal Case Summary/Brief due 2/4</i>	1, 2, 3, 4
5 – 2/5 – 2/11	- Dayton – Ch. 4 Mangan – More states are passing free-speech laws		1, 2
6 – 2/12 – 2/18	Lake – First amendment survival guide for presidents		2
7 – 2/19 – 2/25	Dayton – Ch. 5	<i>Compliance Issue Paper due 2/25</i>	1, 2, 3, 4
8 – 2/26 – 3/3	Dayton – Ch. 6		1, 2, 3
9 – 3/4 – 3/10	Dayton – Ch. 7		1, 2, 3, 4
Class Meeting 3/9 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404/Zoom			
10 – 3/11 – 3/17	<i>Spring Break</i>		
11 – 3/18 – 3/24	Dayton – Ch. 8		1, 2, 3
12 – 3/25 – 3/31	U.S. DOE – Disability discrimination		1, 2, 3, 4

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
13 – 4/1 – 4/7	Dayton – Ch. 9	<i>Discussion Issue 2 opens 4/3</i> <i>Legal Issue Analysis and Application Paper due 4/7</i>	1, 2, 3, 4
Class Meeting 4/6 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall #404/Zoom			
14 – 4/8 – 4/14	Dayton – Ch. 10	<i>Discussion Issue 2 continues with a second guiding question posted on 4/10</i> <i>Legal Issue Analysis and Application Presentation due 4/14, submitted to Canvas</i>	1, 2, 3, 4
15+ – 4/15 – 4/30	Articles as assigned	<i>Discussion Issue 2 closes 4/16</i> <i>Peer evaluation of presentations due 4/22</i>	1, 2, 3, 4

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Identify, describe, and analyze structures and sources of law affecting higher education
2. Analyze specific cases of higher education issues with regard to legal aspects of decision-making
3. Describe and discriminate ethical and practical aspects of legal issues that impact the higher education environment and institutions
4. Describe and defend specific legal positions in relation to higher education legal situations

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Term:	Summer 2024
Course Title:	LEAD 7991R Survey Development (Hybrid)
CRN:	82140
Credits:	3 graduate credit hours
Date/Time:	Thursday: May 23 from 5:00 – 7:30 pm ET
Location:	Hunter Hall #405/Zoom
Faculty:	Dr. Jessica N. Taylor, (Jessica-N-Taylor@utc.edu) Hunter Hall #413C – 423-425-4480 – Virtual Office Hours by Appt.

Course Catalog Description: This course provides an overview of the survey development process. The focus of this course will be on survey development, item creation, sampling strategies, and survey quality. Participants will create their own survey instrument to test and evaluate for feasibility of use in a larger, future research project.

Course Pre-Requisites: LEAD 7360 or LEAD 7640.

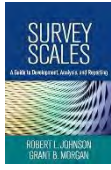
Course Learning Outcomes (CLOs):

1. Analyze literature to create a conceptual framework to build necessary survey items aligned to the survey scale
2. Create items appropriate to the scale, audience, and purpose of the survey
3. Analyze surveys to evaluate quality, reliability, and validity

Relationship to Program Competencies (Comprehensive Assessment):

This course is related to many of the core competencies in the LEAD Doctoral Programs. Deliverables include papers and documents that may reflect on any or all of the competency areas. Papers produced for this course include the participant's learning experiences, the relationship of your personal and professional experiences woven with the theoretical knowledge base, and demonstration of command of scholarly communication practices and conventions.

Required Course Materials*:

Image	Details
	Johnson, R. L. & Morgan, G. B. (2016). <i>Survey scales: A guide to development, analysis, and reporting</i> . Guilford Press. ISBN: 9781462526963
	Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E. & Tourangeau, R. (2009). <i>Survey methodology</i> (2nd ed.). John Wiley & Sons. ISBN: 9780470465462

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points	Weighting of Course Grade**
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	10%
1 Synchronous Class Sessions	Meaningful contributions in class	100 Points Total	10%
Literature Review	Literature Review (minimum of 3000 words and minimum of 20 references)	100 Points	30%
Survey Item Development	Survey item development in Qualtrics and written description (no more than 1000 words)	100 Points	25%
Survey Field Test Paper	Short paper (at least 1000 words no more than 1500 words) analyzing the results of the field test	100 Points	25%
TOTALS		600 Points	100%

**Weighting of grades in the LMS (UTC Learn) is necessary for alignment with LEAD rubrics.

Final Grade	Percentages	Definitions
A	92% +	“A” represents an evaluation of work which exceeds competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	84% +	“B” represents an evaluation of work which meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
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Synchronous Class Meetings: Synchronous sessions are designed to be sharing opportunities conducted live. It is these sessions that allow the course to be designated as hybrid and we believe provide an important opportunity to share information, work in groups to present and discuss issues and engage in problem-solving activities. The sessions will not be didactic lecture other than in pursuit of specific questions or issues that may emerge. Even in that instance, two-way communication rather than one-way dialogue is to be stressed. All participants are expected to be active and consistent contributors.

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Literature Review (should be written in 3rd person): The Literature Review provides a synthesis of the pertinent literature on the topic of interest leading the reader to evidence supporting a need. While the literature review can include contrasting views on a topic, participants should lead the reader to evidence, informing the need for further inquiry on the specific topic of interest. The literature review should include at least 20 references, though more will be necessary depending upon the complexity of your scale. The Literature Review should be submitted as a polished, carefully proofread product for the deliverable. As with all deliverables, carefully review the rubric before submission.

Survey Item Development: For this deliverable, you will write a draft of your survey to submit for feedback from the Instructor(s). Your survey should be built in Qualtrics with all necessary logic in place for respondents. You will share access to your survey with the Instructor(s); instructions for how to complete this step can be found in Canvas. For the deliverable, you will provide a brief overview of the items you have created and the process used to do so.

Survey Field Test Paper (should be written in 3rd person): The Survey Field Test Paper will focus on testing your survey to ensure it is effective in measuring what you intend and is statistically sufficient to study the topic of choice. You will distribute your survey following guidelines provided in the course readings and the course space. Once you collect the results of your field test, you will write up the analysis via the Survey Field Test Paper for the course.

Written Deliverables: All course deliverables should be prepared using APA style (7th edition) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that an abstract and running head are not required, however, please include your name and the page number in the header. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software. Leave yourself time to reread and revise written work before the due date.

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Zoom Attendance Request: To request to attend a class meeting synchronously via Zoom video conference, the participant should contact the Instructors (Cc: utclead@utc.edu) to request the Zoom connection information, preferably a minimum of 48 hours prior to class. Once approved, the Program Office will send the participant a calendar invitation with the Zoom meeting link.

Alternate Deliverable Request: If a participant is unable to attend the class session or connect via Zoom video conference synchronously, the participant may contact the Instructor(s) (Cc: utclead@utc.edu) to request an alternate deliverable, preferably a minimum of 48 hours prior to class. If an alternate deliverable is requested, the participant will have the opportunity to demonstrate learning and *to earn a portion (percentage)* of the missed contribution points.

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classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

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Intellectual Integrity: Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of ChatGPT or any other AI composition software is strictly prohibited in all coursework. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a deliverable, assignment, discussion post, or presentation. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Participants are expected to use their own knowledge, research, and analysis to complete coursework.

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Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

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Leadership and Instructional Practice (EdD) Program Guide: The [Program Guide](#) provides doctoral participants and faculty with clear guidelines on the processes and procedures required for successful completion of the doctoral degree. Questions may be directed to the Program Office at utclead@utc.edu.

Syllabus Agenda:

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
1 – 5/15 – 5/21	- Johnson & Morgan – Ch. 1 - Groves et al. – Ch. 1 <i>What is a survey?</i>		1, 3
2 – 5/22 – 5/28	- Johnson & Morgan – Ch. 2 - Spector – <i>Survey design and measure development</i> (Ch. 9 only)	<i>Discussion Issue 1 opens 5/22</i>	1, 3
Class Meeting 5/23 Thursday, 5:00 – 7:30 pm ET, Hunter Hall #405/Zoom			
3 – 5/29 – 6/4	- Groves et al. – Chs. 2 & 3 - Schwartz – <i>Evaluating surveys and questionnaires</i>	<i>Discussion Issue 1 continues with a second guiding question posted on 5/29, closes 6/4</i>	1, 3
4 – 6/5 – 6/11	- Johnson & Morgan – Ch. 3 - Groves et al. – Ch. 4		1, 2, 3
5 – 6/12 – 6/18	Groves et al. – Chs. 5 & 7	<i>Literature Review due 6/16</i>	1, 2, 3
6 – 6/19 – 6/25	- Edwards & Thomas – <i>The organizational survey process</i> - Johnson & Morgan – Ch. 4	<i>Discussion Issue 2 opens 6/19</i>	1, 2, 3
7 – 6/26 – 7/2	- Johnson & Morgan – Ch. 5 - Groves et al. – Ch. 8	<i>Discussion Issue 2 continues with a second guiding question posted on 6/26, closes 7/2</i>	1, 2, 3
8 – 7/3 – 7/9	- Groves et al. – Ch. 6 - Johnson & Morgan – Ch. 6	<i>Survey Item Development due 7/7</i>	1, 2, 3
9 – 7/10 – 7/16	- Johnson & Morgan – Ch. 7 - Stern et al. – <i>The state of survey methodology: Challenges, dilemmas, and new frontiers in the era of the tailored design</i>	<i>IRB Application for Survey Field Test due 7/14</i>	1, 2, 3

Week/Dates	Course Materials*	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	CLOs
10 – 7/17 – 7/23	• Johnson & Morgan – Ch. 8 • Groves et al. – Ch. 10		1, 2, 3
11 – 7/24 – 7/30	• Johnson & Morgan – Ch. 9		1, 2, 3
12 – 7/31 – 8/6	• Johnson & Morgan – Ch. 10	<i>Survey Field Test due 8/4</i>	1, 2, 3

* Additional articles/directed readings/resources will be made available during the course on the UTC Learn course site as assigned.

Course Learning Outcomes (CLOs):

1. Analyze literature to create a conceptual framework to build necessary survey items aligned to the survey scale
2. Create items appropriate to the scale, audience, and purpose of the survey
3. Analyze surveys to evaluate quality, reliability, and validity

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



Course Title:	LEAD 7999R Dissertation (Internet)
Credits:	2-6 graduate credit hours
Location:	Virtual Classroom
Dates/Time:	Varies
Chairpersons:	Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) 423-425-5286 – Virtual Office Hours by Appt. Dr. David W. Rausch, (David-Rausch@utc.edu) 423-425-5270 – Virtual Office Hours by Appt.

Course Catalog Description:

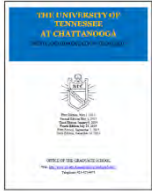
Doctoral research. Preparation and defense of a doctoral dissertation. Continuous enrollment required. Department may have additional prerequisite requirements. Graded SP/NP.

Course Pre-Requisites: Admission to candidacy or department head approval.

Course Learning Outcomes (CLOs):

1. Establishes an approved timeline (or submits approved revised timeline) for semester milestones to be accomplished.
2. Communicates with Chair and Committee by posting 6 or more meaningful bi-weekly update reports.
3. Accomplishes a majority of the milestones listed on the timeline and/or revises timeline with alternate milestones.
4. Successfully prepares and defends a doctoral dissertation.

Required Course Materials:

Image	Details
	Gliner, J.A., Morgan, G.A., & Leech, N.L. (2017). <i>Research methods in applied settings</i> (3rd ed.*). Routledge: Taylor & Francis. ISBN: 9781138852976
	Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018). <i>Writing the winning thesis or dissertation: A step-by-step guide</i> (4th ed.). Corwin Press. ISBN: 9781544317205
	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th or 7th ed.**). American Psychological Association. ISBN: 9781433805615
	The University of Tennessee at Chattanooga. (2019). <i>Thesis and dissertation standards</i> (6th ed.). https://www.utc.edu/graduate-school/student-resources/thesis.php

*2nd or 3rd edition may be used.

**6th or 7th edition depending on program start date.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Comments Met (M)/ Not Met (NM)
Bi-Weekly Updates	Meaningful Contributions to the Discussions (minimum of 6 per semester)	

Activity	Deliverable	Comments Met (M)/ Not Met (NM)
Timelines/Progress	Potential Timeline for Progress (within initial two weeks of each semester) & Timeline Revisions/Accomplishments (throughout the semester)	
Prospectus Manuscript & Defense	Written Paper (30 pages minimum, not including the list of References and any Short Appendices) & Prospectus Presentation/Defense	
Proposal Manuscript & Defense	Written Paper (Chapters I, II, and III) & Proposal Presentation/Defense	
Pre-Defense	Complete manuscript of the Dissertation & Pre-Defense Presentation/Defense	
Complete Manuscript & Final Public Defense & Submission	Complete manuscript with all revisions and formatting & Final Public Presentation/Defense	

Final Grade	Met/Not Met	Definitions
S	Met	Represents an evaluation of work that meets competency standards for thoroughness and depicts a thorough understanding of the subject matter.
NP (no progress)	Not Met	Represents work that does not meet competency standards. No credit earned.

Ask the Chair Discussion (Candidate and Chair only): The Ask the Chair Discussion is the communication venue for you and your chair related to drafts and work on the dissertation. Once a draft or other document (timelines, PowerPoints, data files, etc.) is ready to be reviewed, you should upload to the appropriate submission area and post in the Ask the Chair that the document is available. The chair will review, provide feedback, and share with the committee member(s) as appropriate. In this discussion, you can also ask questions of your chair as you work through the process. Unless directed to do so by the chair, do not post notifications to the full committee that a document is ready for review.

Bi-Weekly Updates: As you move forward with your dissertation, we want to remind you of the importance of the Bi-Weekly Update. You should post meaningful, specific updates of ongoing progress on a bi-weekly basis (every two weeks - please see the samples provided in the Resources area of the course space). This is an opportunity to share what you are working on and

how you are progressing. This is not merely a statement that a new draft has been posted or to pose a question or request. The bi-weekly posts should be detailed and meaningful, containing specific information about your efforts and progress.

Face-to-face/synchronous meetings: Occasionally, face-to-face/synchronous meetings may be scheduled with your Chair, Methodologist, or the whole committee. In order to document this part of the dissertation process, immediately following a face-to-face/synchronous meeting, you should post a detailed summary within 48 hours of the meeting in the appropriate Discussion.

Timelines/Progress: The Timelines/Progress feature is designed to assist you and your chair with reviewing and assessing successful progress for the Dissertation. By the end of the second week of each semester, you should prepare a potential timeline for progress in collaboration with your Chair. This timeline and accomplishments (including appropriate revisions), along with your communication with your Chair and your committee through your postings in the appropriate discussions, will serve as the primary indicators for successful progress in the dissertation (see Dissertation Semester Progress rubric attached to the Timelines/Progress deliverable).

Developing a Realistic Timeline: Development of a realistic timeline for completing the tasks that culminate in a successful Dissertation should be established between the candidate and the Chair. Anticipated dates will likely need to be revised along the way. The candidate must maintain a realistic schedule that allows sufficient time for each step in the process, including the project Chair's reading of, and feedback on, drafts of the Prospectus, Proposal, and final manuscript. Sufficient time must be allotted for the committee members' reading of those documents as well. Candidates and Chairs should recognize that each committee member may need up to 14 days to review each draft of the manuscript. The customary 14-day time frame for reviewing dissertation drafts does not apply during the intersession. Committee members will return to the standard 14-day review guidelines on the first day of the semester. These factors should be considered when scheduling committee meetings and the final defense.

Drafts/Document Submission: Drafts (as well as other documents) will be uploaded in the Drafts/Document Submission area - both drafts from the candidate and drafts with feedback provided by the Chair/committee members. If the chair or other committee members are in the process of reviewing a recent draft, you can always continue to work to update your literature review or other aspects of your dissertation; there is always work to be accomplished that can be reported. However, please do not submit a draft in the interim while the chair/committee is reviewing. * Please note that your first (and all subsequent) submitted drafts will need to have EndNote incorporated and all citations linked to the Endnote Bibliography and library.

Prospectus Rubric/Assessment: Use the components in the table below to write a prospectus for your dissertation. The prospectus should be 30 pages (minimum) in length, not including the list of References and any Short Appendices, and must be defended before the committee.

Elements of the Prospectus Draft/Defense Process	Not met	Met
Title		
Introduction and Background to the Problem		
Statement of the Problem		
Purpose of the Study		
Research Questions and/or Hypotheses and Sub-hypotheses		
Rationale for the Study		
Theoretical/Conceptual Framework		
Importance of the Study (may overlap with the rationale)		
Definition of Terms (largely conceptual); operational definitions may follow in the methodology section		
Methodological Assumptions		
Delimitations of the Study (narrowing the focus)		
Limitations of the Study (factors beyond the researcher's control)		
Review of Literature: This review should focus on identifying the main works to support the dissertation without getting into excessive details. The main idea here is to set the stage for the full-blown literature review in chapter two of the dissertation, or in the case of a qualitative study, the review may be spread over several chapters.		
Description of the Population and Sample		
Identification of dependent, independent and classification variables and how they will be measured		
Data Collection (tests, measures, scales, questionnaires (including details of validity and reliability), interview or observation schedules, or other		
Research Design including data analysis techniques and attention to internal and external validity concerns for both quantitative and/or qualitative genres		
Format and Style with consideration given to the following: quotations; Reference list (APA/UTC); number usage; spelling; syntax; subject-verb tense; awkward and difficult to read sentences; evidence of proofing and editing, etc.		
Endnote Bibliography Software Applied		
Prospectus Defense – refer to the Doctoral Program Guide for details		

Proposal Rubric/Assessment: Your Proposal Document should be a fully developed Chapters I, II, and III for the dissertation and must be defended before the committee. Once the defense is approved, the IRB must be submitted and approved.

Components of the Proposal Draft/Defense Process	Not met	Met
Chapter I		
Chapter II		
Chapter III		
Endnote Bibliography Software Applied		

Components of the Proposal Draft/Defense Process	Not met	Met
Proposal Defense – refer to the Doctoral Program Guide for details		
IRB approval		

Pre-Defense/Final Defense Rubric/Assessment: Your Complete Dissertation Manuscript should be a fully developed Chapters I, II, III, IV, and V for the dissertation and must be defended before the committee.

Components of the Dissertation Manuscript/Defense Process	Not met	Met
Chapter I		
Chapter II		
Chapter III		
Chapter IV		
Chapter V		
Endnote Bibliography Software Applied		
Pre-Defense – refer to the Doctoral Program Guide for details		
Final Public Defense – refer to the Doctoral Program Guide for details		
Submission of the Manuscript to the Graduate School via the university's digital repository & final formatting revisions		

Resources: Refer to the Resources section of the Dissertation Course Space to access helpful links and information including the Doctoral Program Guide (Dissertation Process and IRB Process), Graduate School Resources, and Sample Timelines and Bi-Weekly Updates.

Written Deliverables: All course deliverables should be prepared using APA style (6th or 7th edition depending on program start date) coupled with style and formatting guidelines according to the UTC Graduate School (link: [Thesis and Dissertation Standards](#)). Please note that from Proposal forward, you will need to incorporate *all* requirements of the Graduate School Thesis and Dissertation Standards. Deliverables including documents and draft documents should be submitted in Microsoft Word format, using Times New Roman, double-spacing, and 12-point font size, unless otherwise specified by the Instructor(s). All written papers should incorporate the use of EndNote bibliographic software.

Virtual Classroom Presence: In order to enhance the interactions within the Virtual Classroom, participants are expected to upload and maintain an appropriate head and shoulders profile image in UTC Learn (Canvas). Additionally, unless specific pre-approval has been given by the instructor(s), participants are expected to keep their webcams turned on during any synchronous course activities conducted via distance technology.

Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Technology Requirements/Skills/Support: Refer to the Doctoral Program Guide for details. If you have problems with your UTC email account or with UTC Learn, contact the IT Help Desk at 423-425-4000 or ithelp@utc.edu.

UTC Bookstore: The [UTC Bookstore](https://www.barnesandnoble.com/) will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student (Participant) Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Online Academic Integrity Pledge: As an online student (participant), I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes. I pledge that my work will be done independently, unless directed otherwise by my Instructor(s), that my work will be original, and that my work will be my own.

As an online student (participant), I understand that my activities within the online environment are monitored electronically and are subject to investigation should the Instructor(s) suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the Instructor(s) of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Honor Code Pledge (from the [UTC Student Handbook](#)): As a student (participant) of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

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Course Learning Evaluation

I am aware of the learning outcomes of this course, as stated in the syllabus.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024																		
Fall 2023	127	99	4502	99	20492	98	1	1	33	1	302	1	0	0	0	0	0	0
Spring 2023	109	100	4423	99	17776	98	0	0	30	1	190	1	0	0	0	0	0	0
Fall 2022	116	100	4793	99	20510	98	0	0	31	1	227	1	0	0	0	0	106	1
Spring 2022	119	97	4296	97	17360	96	0	0	58	1	267	1	4	3	25	1	395	2
Fall 2021	129	98	4517	97	19324	95	1	1	52	1	311	2	1	1	55	1	597	3
Spring 2021	93	100	4361	97	17118	96	0	0	42	1	219	1	0	0	64	1	412	2
Fall 2020	76	100	4047	97	17289	96	0	0	48	1	269	1	0	0	39	1	443	2
Spring 2020	84	98	4289	97	16835	96	2	2	77	2	250	1	0	0	31	1	389	2
Fall 2019	103	95	5511	96	25497	95	2	2	117	2	531	2	3	3	124	2	766	3

The course content addresses the learning outcome of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024																		
Fall 2023	124	97	4427	97	20097	96	0	0	38	1	423	2	4	3	69	2	483	2
Spring 2023	107	98	4372	98	17483	96	0	0	43	1	290	2	2	2	48	1	403	2
Fall 2022	115	99	4740	98	20164	96	0	0	42	1	338	2	1	1	29	1	498	2
Spring 2022	119	97	4253	96	17193	95	0	0	64	1	368	2	4	3	79	2	461	3
Fall 2021	129	98	4484	97	19138	94	2	2	64	1	419	2	0	0	72	2	702	3
Spring 2021	93	100	4327	96	16919	95	0	0	53	1	305	2	0	0	85	2	525	3
Fall 2020	74	97	3998	96	17085	95	0	0	78	2	363	2	2	3	96	2	553	3
Spring 2020	81	94	4249	96	16693	96	2	2	107	2	343	2	3	3	60	1	438	3
Fall 2019	102	94	5458	95	25271	94	6	6	136	2	631	2	0	0	158	3	892	3

The course structure assists me in achieving the learning outcomes of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024																		
Fall 2023	120	94	4259	94	18867	90	1	1	57	1	593	3	16	13	230	5	1543	7
Spring 2023	99	91	4180	93	16505	91	0	0	85	2	450	2	10	9	213	5	1221	7
Fall 2022	114	98	4582	94	19007	91	1	1	80	2	481	2	1	1	188	4	1512	7
Spring 2022	104	85	4078	92	16301	90	4	3	89	2	430	2	29	24	251	6	1291	7
Fall 2021	120	92	4304	93	18057	89	2	2	82	2	489	2	9	7	255	5	1713	8
Spring 2021	87	94	4140	92	15936	90	4	4	83	2	419	2	2	2	264	6	1394	8
Fall 2020	74	97	3788	91	15998	89	0	0	101	2	496	3	2	3	283	7	1507	8
Spring 2020	81	94	4124	91	15987	91	0	0	117	3	390	2	5	6	194	4	1097	6
Fall 2019	100	93	5207	91	23957	89	4	4	163	3	755	3	4	4	382	7	2082	8

I am achieving the learning outcomes of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024																		
Fall 2023	122	95	4330	95	19077	91	2	2	74	2	673	3	4	3	142	3	1253	6
Spring 2023	99	91	4273	95	16682	92	2	2	77	2	494	3	8	7	128	3	1000	6
Fall 2022	113	97	4638	96	19121	91	2	2	94	2	628	3	1	1	118	2	1251	6
Spring 2022	104	85	4168	94	16479	91	5	4	112	3	537	3	14	11	138	3	1006	6
Fall 2021	124	95	4389	95	18214	90	1	1	112	2	630	3	6	5	140	3	1415	7

Spring 2021	92	99	4256	95	16164	91	1	1	106	2	530	3	0	0	125	3	1055	6
Fall 2020	74	97	4017	96	16226	90	2	3	111	3	559	3	0	0	158	4	1216	7
Spring 2020	78	91	4189	94	16096	92	6	7	129	3	501	3	2	2	117	3	877	5
Fall 2019	106	98	5340	93	24246	90	2	2	196	0	863	3	0	0	216	4	1685	6

I keep up with all course readings and assigned work.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024																		
Fall 2023	127	99	4448	98	20081	96	0	0	51	1	410	2	1	1	33	1	426	2
Spring 2023	101	93	4369	98	17481	96	1	1	58	1	295	2	7	6	33	1	340	2
Fall 2022	114	98	4744	98	20208	96	0	0	53	1	326	2	2	2	28	1	391	2
Spring 2022	112	91	4255	96	17191	95	1	1	74	2	358	2	10	8	68	2	473	3
Fall 2021	125	95	4486	97	19243	95	2	2	81	2	416	2	4	3	68	1	600	3
Spring 2021	91	98	4341	97	16936	95	1	1	70	2	321	2	1	1	67	1	415	2
Fall 2020	76	100	3925	94	17202	96	0	0	71	2	320	2	0	0	55	1	479	3
Spring 2020	78	91	4253	96	16753	96	3	3	101	2	326	2	5	6	51	1	309	2
Fall 2019	95	88	5456	95	25310	94	1	1	142	2	615	2	12	11	131	2	869	3

The course encourages my use of critical thinking skills.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024																		
Fall 2023	123	96	4351	96	19513	93	2	2	85	2	697	3	3	2	91	2	793	4
Spring 2023	107	98	4273	95	17061	94	1	1	89	2	470	3	1	1	116	3	645	4
Fall 2022	115	99	4643	96	19577	93	1	1	81	2	592	3	0	0	126	3	831	4
Spring 2022	114	93	4180	95	16886	94	0	0	100	2	469	3	9	7	138	3	667	4
Fall 2021	127	97	4383	94	18715	92	2	2	113	2	585	3	2	2	145	3	959	5
Spring 2021	93	100	4274	95	16589	93	0	0	94	2	487	3	0	0	119	3	673	4
Fall 2020	76	100	3925	94	16676	93	0	0	106	3	549	3	0	0	141	3	776	4
Spring 2020	84	98	1476	33	16322	93	2	2	141	3	516	3	0	0	118	3	636	4
Fall 2019	108	100	5299	92	24555	92	0	0	207	4	960	4	0	0	246	4	1279	5

The way this course is delivered encourages me to be actively engaged.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024																		
Fall 2023	117	91	4182	92	18096	86	4	3	98	2	822	4	7	5	266	6	2085	10
Spring 2023	100	92	4121	92	15977	88	2	2	94	2	601	3	7	6	263	6	1598	9
Fall 2022	109	94	4449	92	18273	87	5	4	127	3	791	4	2	2	274	6	1936	9
Spring 2022	104	85	3991	90	15817	88	4	3	138	3	617	3	15	12	289	7	1588	9
Fall 2021	117	89	4214	91	17513	86	1	1	126	3	678	3	13	4	301	6	2068	10
Spring 2021	87	94	4078	91	15362	87	2	2	121	3	597	3	4	4	288	6	1790	10
Fall 2020	74	97	3710	89	15374	85	2	3	133	3	729	4	0	0	329	8	1898	11
Spring 2020	80	93	4091	92	15648	90	0	0	134	3	545	3	6	7	210	5	1281	7
Fall 2019	100	93	5103	89	23174	86	3	3	220	4	1035	4	5	5	429	7	2585	10

The instructor is willing to assist me with achieving the course learning outcomes.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024																		
Fall 2023	116	91	4228	94	18734	90	4	3	124	3	832	4	7	5	162	4	1311	6
Spring 2023	104	95	4156	94	16315	91	2	2	134	3	628	3	3	3	153	3	1061	6
Fall 2022	108	95	4491	93	18762	90	4	4	129	3	751	4	2	2	196	4	1357	7
Spring 2022	94	77	4109	94	16461	92	0	0	137	3	644	4	7	6	132	3	755	4

Fall 2021	124	95	4331	94	18201	91	5	4	136	3	755	4	1	1	131	3	1122	6
Spring 2021	92	99	4189	94	16104	91	0	0	109	2	632	4	1	1	145	3	880	5
Fall 2020	74	97	3863	93	16113	90	2	3	130	3	722	4	0	0	147	4	1008	6
Spring 2020	84	98	4177	95	16161	93	1	1	128	3	505	3	1	1	107	2	682	4
Fall 2019	99	92	5265	92	24243	90	1	1	225	4	1061	4	8	7	217	4	1237	5

The instructor provides constructive feedback on my coursework.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024																		
Fall 2023	118	92	4118	91	17663	85	1	1	178	4	1252	6	9	7	218	5	1950	9
Spring 2023	103	94	4001	90	15390	86	1	1	196	4	943	5	5	5	241	5	1655	9
Fall 2022	111	97	4375	91	17835	86	2	2	176	4	1029	5	1	1	260	5	1984	10
Spring 2022	107	88	3952	90	15550	87	0	0	187	4	878	5	15	12	238	5	1421	8
Fall 2021	127	98	4204	91	17110	85	1	1	182	4	1050	5	2	2	211	5	1922	10
Spring 2021	90	97	4051	91	15206	86	2	2	163	4	911	5	1	1	223	5	1485	8
Fall 2020	73	96	3718	90	15109	85	2	3	190	5	1028	6	1	1	232	6	1703	10
Spring 2020	83	97	4048	92	15333	88	1	1	192	4	825	5	2	2	170	4	1180	7
Fall 2019	98	91	5093	89	22805	85	2	2	291	5	1516	6	8	7	320	6	2207	8

The instructor responds to my questions and emails within the time-frame indicated in the syllabus.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024																		
Fall 2023	118	92	4138	92	18175	87	10	8	225	5	1756	8	0	0	143	3	886	4
Spring 2023	102	94	4112	93	16031	89	0	0	216	5	1231	7	0	0	103	2	690	4
Fall 2022	109	96	4482	93	18537	89	4	4	200	4	1387	7	1	1	125	3	889	4
Spring 2022	115	94	3974	91	15885	89	4	3	234	5	1187	7	3	2	166	4	743	4
Fall 2021	123	95	4224	92	17578	88	7	5	214	5	1338	7	0	0	156	3	1123	6
Spring 2021	93	100	4115	93	15670	89	0	0	152	3	1106	6	0	0	167	4	803	5
Fall 2020	75	99	3737	90	15630	88	1	1	217	5	1149	6	0	0	180	4	1032	6
Spring 2020	83	97	4077	93	15705	91	0	0	199	5	891	5	3	3	128	3	711	4
Fall 2019	99	93	5135	90	23258	87	3	3	310	5	1997	7	5	5	244	4	1220	5

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

Course Learning Evaluation

I am aware of the learning outcomes of this course, as stated in the syllabus.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024					18517		98					239	1				0	0
Fall 2023	127	99	4502	99	20492	98	1	1	33	1	302	1	0	0	0	0	0	0
Spring 2023	109	100	4423	99	17776	98	0	0	30	1	190	1	0	0	0	0	0	0
Fall 2022	116	100	4793	99	20510	98	0	0	31	1	227	1	0	0	0	0	106	1
Spring 2022	119	97	4296	97	17360	96	0	0	58	1	267	1	4	3	25	1	395	2
Fall 2021	129	98	4517	97	19324	95	1	1	52	1	311	2	1	1	55	1	597	3
Spring 2021	93	100	4361	97	17118	96	0	0	42	1	219	1	0	0	64	1	412	2
Fall 2020	76	100	4047	97	17289	96	0	0	48	1	269	1	0	0	39	1	443	2
Spring 2020	84	98	4289	97	16835	96	2	2	77	2	250	1	0	0	31	1	389	2
Fall 2019	103	95	5511	96	25497	95	2	2	117	2	531	2	3	3	124	2	766	3

The course content addresses the learning outcome of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024					17922		97					371	2				158	1
Fall 2023	124	97	4427	97	20097	96	0	0	38	1	423	2	4	3	69	2	483	2
Spring 2023	107	98	4372	98	17483	96	0	0	43	1	290	2	2	2	48	1	403	2
Fall 2022	115	99	4740	98	20164	96	0	0	42	1	338	2	1	1	29	1	498	2
Spring 2022	119	97	4253	96	17193	95	0	0	64	1	368	2	4	3	79	2	461	3
Fall 2021	129	98	4484	97	19138	94	2	2	64	1	419	2	0	0	72	2	702	3
Spring 2021	93	100	4327	96	16919	95	0	0	53	1	305	2	0	0	85	2	525	3
Fall 2020	74	97	3998	96	17085	95	0	0	78	2	363	2	2	3	96	2	553	3
Spring 2020	81	94	4249	96	16693	96	2	2	107	2	343	2	3	3	60	1	438	3
Fall 2019	102	94	5458	95	25271	94	6	6	136	2	631	2	0	0	158	3	892	3

The course structure assists me in achieving the learning outcomes of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024					16972		91					506	3				1135	7
Fall 2023	120	94	4259	94	18867	90	1	1	57	1	593	3	16	13	230	5	1543	7
Spring 2023	99	91	4180	93	16505	91	0	0	85	2	450	2	10	9	213	5	1221	7
Fall 2022	114	98	4582	94	19007	91	1	1	80	2	481	2	1	1	188	4	1512	7
Spring 2022	104	85	4078	92	16301	90	4	3	89	2	430	2	29	24	251	6	1291	7
Fall 2021	120	92	4304	93	18057	89	2	2	82	2	489	2	9	7	255	5	1713	8
Spring 2021	87	94	4140	92	15936	90	4	4	83	2	419	2	2	2	264	6	1394	8
Fall 2020	74	97	3788	91	15998	89	0	0	101	2	496	3	2	3	283	7	1507	8
Spring 2020	81	94	4124	91	15987	91	0	0	117	3	390	2	5	6	194	4	1097	6
Fall 2019	100	93	5207	91	23957	89	4	4	163	3	755	3	4	4	382	7	2082	8

I am achieving the learning outcomes of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Spring 2024					17183		92					543	3				887	4
Fall 2023	122	95	4330	95	19077	91	2	2	74	2	673	3	4	3	142	3	1253	6
Spring 2023	99	91	4273	95	16682	92	2	2	77	2	494	3	8	7	128	3	1000	6
Fall 2022	113	97	4638	96	19121	91	2	2	94	2	628	3	1	1	118	2	1251	6
Spring 2022	104	85	4168	94	16479	91	5	4	112	3	537	3	14	11	138	3	1006	6
Fall 2021	124	95	4389	95	18214	90	1	1	112	2	630	3	6	5	140	3	1415	7

Spring 2021	92	99	4256	95	16164	91	1	1	106	2	530	3	0	0	125	3	1055	6
Fall 2020	74	97	4017	96	16226	90	2	3	111	3	559	3	0	0	158	4	1216	7
Spring 2020	78	91	4189	94	16096	92	6	7	129	3	501	3	2	2	117	3	877	5
Fall 2019	106	98	5340	93	24246	90	2	2	196	0	863	3	0	0	216	4	1685	6

I keep up with all course readings and assigned work.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024					17877	97					332	2					353	2
Fall 2023	127	99	4448	98	20081	96	0	0	51	1	410	2	1	1	33	1	426	2
Spring 2023	101	93	4369	98	17481	96	1	1	58	1	295	2	7	6	33	1	340	2
Fall 2022	114	98	4744	98	20208	96	0	0	53	1	326	2	2	2	28	1	391	2
Spring 2022	112	91	4255	96	17191	95	1	1	74	2	358	2	10	8	68	2	473	3
Fall 2021	125	95	4486	97	19243	95	2	2	81	2	416	2	4	3	68	1	600	3
Spring 2021	91	98	4341	97	16936	95	1	1	70	2	321	2	1	1	67	1	415	2
Fall 2020	76	100	3925	94	17202	96	0	0	71	2	320	2	0	0	55	1	479	3
Spring 2020	78	91	4253	96	16753	96	3	3	101	2	326	2	5	6	51	1	309	2
Fall 2019	95	88	5456	95	25310	94	1	1	142	2	615	2	12	11	131	2	869	3

The course encourages my use of critical thinking skills.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024						94					519	3					538	3
Fall 2023	123	96	4351	96	19513	93	2	2	85	2	697	3	3	2	91	2	793	4
Spring 2023	107	98	4273	95	17061	94	1	1	89	2	470	3	1	1	116	3	645	4
Fall 2022	115	99	4643	96	19577	93	1	1	81	2	592	3	0	0	126	3	831	4
Spring 2022	114	93	4180	95	16886	94	0	0	100	2	469	3	9	7	138	3	667	4
Fall 2021	127	97	4383	94	18715	92	2	2	113	2	585	3	2	2	145	3	959	5
Spring 2021	93	100	4274	95	16589	93	0	0	94	2	487	3	0	0	119	3	673	4
Fall 2020	76	100	3925	94	16676	93	0	0	106	3	549	3	0	0	141	3	776	4
Spring 2020	84	98	1476	33	16322	93	2	2	141	3	516	3	0	0	118	3	636	4
Fall 2019	108	100	5299	92	24555	92	0	0	207	4	960	4	0	0	246	4	1279	5

The way this course is delivered encourages me to be actively engaged.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024					16457	88					693	4					1463	7
Fall 2023	117	91	4182	92	18096	86	4	3	98	2	822	4	7	5	266	6	2085	10
Spring 2023	100	92	4121	92	15977	88	2	2	94	2	601	3	7	6	263	6	1598	9
Fall 2022	109	94	4449	92	18273	87	5	4	127	3	791	4	2	2	274	6	1936	9
Spring 2022	104	85	3991	90	15817	88	4	3	138	3	617	3	15	12	289	7	1588	9
Fall 2021	117	89	4214	91	17513	86	1	1	126	3	678	3	13	4	301	6	2068	10
Spring 2021	87	94	4078	91	15362	87	2	2	121	3	597	3	4	4	288	6	1790	10
Fall 2020	74	97	3710	89	15374	85	2	3	133	3	729	4	0	0	329	8	1898	11
Spring 2020	80	93	4091	92	15648	90	0	0	134	3	545	3	6	7	210	5	1281	7
Fall 2019	100	93	5103	89	23174	86	3	3	220	4	1035	4	5	5	429	7	2585	10

The instructor is willing to assist me with achieving the course learning outcomes.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024					16895	91					651	4					965	5
Fall 2023	116	91	4228	94	18734	90	4	3	124	3	832	4	7	5	162	4	1311	6
Spring 2023	104	95	4156	94	16315	91	2	2	134	3	628	3	3	3	153	3	1061	6
Fall 2022	108	95	4491	93	18762	90	4	4	129	3	751	4	2	2	196	4	1357	7
Spring 2022	94	77	4109	94	16461	92	0	0	137	3	644	4	7	6	132	3	755	4

Fall 2021	124	95	4331	94	18210	91	5	4	136	3	755	4	1	1	131	3	1122	6
Spring 2021	92	99	4189	94	16104	91	0	0	109	2	632	4	1	1	145	3	880	5
Fall 2020	74	97	3863	93	16113	90	2	3	130	3	722	4	0	0	147	4	1008	6
Spring 2020	84	98	4177	95	16161	93	1	1	128	3	505	3	1	1	107	2	682	4
Fall 2019	99	92	5265	92	24243	91	1	1	225	4	1061	4	8	7	217	4	1237	5

The instructor provides constructive feedback on my coursework.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%		%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024					16001	86					1040	6					1462	7
Fall 2023	118	92	4118	91	17663	85	1	1	178	4	1252	6	9	7	218	5	1950	9
Spring 2023	103	94	4001	90	15390	86	1	1	196	4	943	5	5	5	241	5	1655	9
Fall 2022	111	97	4375	91	17835	86	2	2	176	4	1029	5	1	1	260	5	1984	10
Spring 2022	107	88	3952	90	15550	87	0	0	187	4	878	5	15	12	238	5	1421	8
Fall 2021	127	98	4204	91	17110	85	1	1	182	4	1050	5	2	2	211	5	1922	10
Spring 2021	90	97	4051	91	15206	86	2	2	163	4	911	5	1	1	223	5	1485	8
Fall 2020	73	96	3718	90	15109	85	2	3	190	5	1028	6	1	1	232	6	1703	10
Spring 2020	83	97	4048	92	15333	88	1	1	192	4	825	5	2	2	170	4	1180	7
Fall 2019	98	91	5093	89	22805	85	2	2	291	5	1516	6	8	7	320	6	2207	8

The instructor responds to my questions and emails within the time-frame indicated in the syllabus.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2024					16428	89					1366	7					731	3
Fall 2023	118	92	4138	92	18175	87	10	8	225	5	1756	8	0	0	143	3	886	4
Spring 2023	102	94	4112	93	16031	89	0	0	216	5	1231	7	0	0	103	2	690	4
Fall 2022	109	96	4482	93	18537	89	4	4	200	4	1387	7	1	1	125	3	889	4
Spring 2022	115	94	3974	91	15885	89	4	3	234	5	1187	7	3	2	166	4	743	4
Fall 2021	123	95	4224	92	17578	88	7	5	214	5	1338	7	0	0	156	3	1123	6
Spring 2021	93	100	4115	93	15670	89	0	0	152	3	1106	6	0	0	167	4	803	5
Fall 2020	75	99	3737	90	15630	88	1	1	217	5	1149	6	0	0	180	4	1032	6
Spring 2020	83	97	4077	93	15705	91	0	0	199	5	891	5	3	3	128	3	711	4
Fall 2019	99	93	5135	90	23258	88	3	3	310	5	1997	8	5	5	244	4	1220	5

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

July 2024

Dr. Michael G. Breakey
mike-breakey@utc.edu

EDUCATION

- Doctor of Philosophy*** **2017**
Learning and Leadership
Dissertation: A study of the relationship between a college success course and student perception of the self-regulatory skills of concentration, motivation, and time management
University of Tennessee Chattanooga
College of Health, Education, and Professional Studies
- Master of Arts*** **2001**
History
Thesis: The Intelligence Failures of Robert E. Lee at Gettysburg
American Military University
Honors graduate
- Master of Arts*** **2000**
Operational Arts and Science
Thesis: The Limits to Airpower in Vietnam
United States Air Force (USAF) Air University
- Bachelor of Science*** **1986**
Aeronautical Science and Technology
Embry-Riddle Aeronautical University

PROFESSIONAL EXPERIENCE

- LEAD Associate Professor of Practice**, University of Tennessee Chattanooga (July 2024 - Present)
- LEAP Lecturer**, University of Tennessee Chattanooga (2022 – June 2024)
- College Success and US History Instructor**, Georgia Northwestern Technical College (GNTC) (December 2013 – May 2023)
- Adjunct History Instructor**, Dalton State College, (July 2009 – May 2011)
- Humanities Chair**, University of Phoenix (UPX) Chattanooga Campus (December 2008 - September 2013)
- US Government Instructor**, Howard High School (August 2008 – December 2008)
- USAF officer, pilot, and commander**, worldwide locations (May 1986 – December 2007)

TEACHING EXPERIENCE

Undergraduate

July 2024

Practice of Applied Leadership (Online)
Adopting Innovation and Change (Online)
Leadership and Diverse Multicultural Organizations (Online)
Decision-Making in Practice (Online)
Ethics and Leadership Practice (Online)
Influence and Practice (Online)
Global Perspectives of Leadership (Online)
US History I and II (Online and F2F)
College Success and Survival (Online and F2F)
Foundations of General Education and Professional Success (F2F)
Introduction to Research and Information Utilization (F2F)
Media Influences on American Culture (F2F)
Critical Thinking (F2F)
The US Constitution (F2F)
US Government (F2F)

Doctorate

Ethical Aspects of Decision Making (Hybrid)
Learning and Professional Practice (online)
Leadership Perspectives: Cultural Influence and Issues (Hybrid)

ONLINE COURSE DEVELOPMENT

- US History I and II, Georgia Northwestern Technical College
- College Success and Survival Georgia Northwestern Technical College
- Applied Leadership Perspectives, University of Tennessee Chattanooga
- The US Constitutional and Legal Basis for a Declaration of War, University of Tennessee Chattanooga

LEADERSHIP

Academic

2023 – Present	UTC Student Success and Retention Committee member
2018 – 2020	GNTC College Success Open Educational Resource contributor
2017 - Present	Miller-Motte College (MMC) steering committee
2016 – Present	Faculty Fellow for the Center for Reflective Citizenship (CRC) at UTC
2015 – 2023	College Success Working Group at GNTC
2009 – 2013	Area Chair for Humanities at the Chattanooga campus of UPX
2008 – 2009	Faculty of the Year at the Chattanooga Campus of UPX

Civic

2020 – Present	Race Director for the Chattanooga Green Prix
2011 – 2013	Homeowners Association president of 600-home community in East Chattanooga
2009 – Present	Street Survival Teen Driving Coach

Military

1986 – 2007	Retired Lieutenant Colonel

July 2024

Highly decorated combat veteran with over 5,000 flight hours and 100+ combat missions

Deployed in support of Operations Desert Storm, Provide Comfort, Northern Watch, Joint Guard, Enduring Freedom, and Iraqi Freedom

Twenty-two military awards including the Bronze Star Medal, Defense Meritorious Service Medal, Air Force Outstanding Unit Award, Iraqi Campaign Medal, and Humanitarian Service Medal

Commander of US Special Operations flying squadron
Mission commander for Operations Enduring Freedom and Operation Iraqi Freedom

Training officer at United States Special Operations Command responsible for developing the yearly Joint Training Plan

Air Force Special Command (AFSOC) Standardization and Evaluator Pilot

Air Training Command Instructor Pilot of the Year

COMMUNICATION SKILLS

February 2024, Presenter at the Association for Continuing Higher Education (ACHE) South Conference. Topic, *Meeting the Engagement Needs of Students in an Online Degree Program*

May 2019, Keynote Speaker at Armed Forces Day celebration, Lafayette Georgia. Topic: *Patriotism Is Not Dead*

September 2019, Guest Speaker at Gordon Lee High School's Big Event—an annual all-day workshop for juniors and seniors. Topic: *Three Keys to College Success*

December 2018, Keynote Speaker for graduating veterans of the University of Tennessee, Chattanooga. Topic: *Be a Beacon of Ethics*

June 2018, Presenter at the CRC Institute on Strengthening Civics and History Literacy in Schools. Topic: *What Should Aspiring Teachers Know?*

May 2018, Keynote speaker for graduating seniors at Coahulla Creek High School, Georgia. Topic: *A Nation Without Ideals is Just Lines on a Map*

February 2018, Presenter at the CRC Teacher's Institute on Consequential Ideas in American History and Government. Topic: *Teaching About the Complexities of War in U.S. History*

April 2017, Presentation and discussion on the Constitutional authority to declare war with graduate students in the UTC Special Topics in History course

August 2015 – May 2023 Developer and publisher of quarterly GNTC College Success newsletter

July 2024

January 2009 – September 2013 Developed and led quarterly professional development seminars on metacognition, student success, best practices, and academic leadership for the Chattanooga and Nashville campuses of University of Phoenix

June – November 2008 Developed and presented neighborhood revitalization plan to approximately 600 residents with 75% of residents voting to implement revitalization projects

May 2006 – July 2007, Guest lecturer at Air Force Special Operations Weapons School. Topic: *Responsibilities of a Combat Mission Commander*

May 2002 – May 2004, Command speaker for US Special Operation Command at multiple civilian and military functions to include the 2003 City of Tampa Veterans Day celebration

SELECTED SCHOLARSHIP

Breakey, M. (Ongoing) The Relationship Between the Completion of a College Success Course and Retention/Graduation Rates at a Georgia technical college. Research for journal publication

Breakey, M. (2018) What Should Aspiring Teachers Know? Presentation at the Center for Reflective Citizenship's Teachers Institute: Strengthening Civics and History Literacy in School

Breakey, M. (2017) A Study of the Relationships Between a College Success Course and Student Perception of the Self-Regulatory Skills of Concentration, Motivation, and Time Management. Doctoral dissertation. Downloaded over 600 times since publication

Breakey, M. (2017) The US Constitutional and Legal Basis for a Declaration of War. University of Tennessee Chattanooga Center for Reflective Citizenship.

PROFESSIONAL SUBSCRIPTIONS

- Chief Learning Officer
- Human Capital Media
- Inside Higher Education
- The Association of Community College Trustees

MEMBERSHIPS

- Faculty Fellow at the University of Tennessee Chattanooga's Center for Reflective Citizenship
- Medal of Honor Foundation's Character Development Graduate
- Sports Car Club of America Racing Instructor
- Teen Driving Coach for the Tire Rack Street Survival Program

AWARDS

- Distinguished Graduate from USAF Flight Instructor School
- Air Force Instructor Pilot of the Year
- Honors Graduate from American Military University
- Instructor of the Year 2008 – 2009 for the Chattanooga Campus of UPX
- Southeast Division SCCA Racing Hall of Fame Member

VITA

**John Andrew
Browne**

john-browne@utc.edu

EDUCATION:

Doctor of Philosophy **2021**

Learning and Leadership

Dissertation: Police Perceptions of Body Worn: Can Resistance be Predicted?

University of Tennessee Chattanooga

College of Health, Education, and Professional Studies

Master of Science (MSCJ) **2014**

Criminal Justice

Thesis: Browne, J (2014). Can Childhood Animal Cruelty Be Learned?: Examining Age of Onset and Recurrency

University of Tennessee at

Chattanooga College of Arts

and Sciences

Department of Criminal Justice

Bachelor of Science (BS) **2012**

Criminal Justice

University of Tennessee

Chattanooga College of Arts

and Sciences

Department of Criminal Justice

PROFESSIONAL EXPERIENCE:

Assistant Professor of Applied Leadership, University of Tennessee

Chattanooga (2022 – Present)

Assistant Professor of Criminal Justice, SCJS, University of Tennessee

Chattanooga (2020 - Present)

Academic Advisor, SCJS, University of Tennessee Chattanooga (2015-2020)

Adjunct Instructor, SCJS, University of Tennessee Chattanooga (2015-present)

Lecturer, Criminal Justice, University of Tennessee at Chattanooga (August 2014-August 2015)

Graduate Teaching Assistant, Criminal Justice Department, University of Tennessee at Chattanooga (December 2013-May 2014)

Detective, Hamilton County Sheriff's Office, Chattanooga, TN (2000-2010)

Patrolman, Signal Mountain Police Dept., Signal Mtn., TN (1997-2000)

Corrections Officer, Hamilton County Sheriff's Office, Chattanooga, TN (1996-1997)

SCHOLARLY PUBLICATIONS:

JOURNAL ARTICLES

Hensley, C., Browne, J. A., & Trentham, C. E. (2018). Exploring the social and emotional context of childhood animal cruelty and its potential link to adult human violence. *Psychology, Crime and Law*.

Garland, T., Blackburn, A., Browne, J., & Blanfort, C. (2018). Prime-time representations of female federal agents in television dramas. *Feminist Criminology*.

Browne, J., Hensley, C., & McGuffee, K. (2016). Does witnessing animal cruelty and being abused during childhood predict the initial age and recurrence of committing childhood animal cruelty?. *International Journal of Offender Therapy and Comparative Criminology*.

BOOK CHAPTERS

Garland, T. S., Browne, J. A., & Murphy, C. G. (2021). *Breaking Bad: Failure, crime, and the inability to cope*. In Jonathan Grubb & Chad Posick (eds.). *Streaming criminology*. New York University Press.

PRESENTATIONS

Browne, J.A. & Taylor, J.N. *A walk among the tombstones: Meaningful Assessment of a new online degree program – June 8th, 2023 AALHE Conference New Orleans, LA*

Browne, J.A. & Crawford, E.K. *Developiing CPL/PLA Opportunities in an Undergraduate Online Program – November 8th, 2023 CAEL Annual Conference Baltimore, MD*

GRANT ACTIVITY

UTC Faculty Development Grant in amount of \$1,500 for conference travel and presentation: Funded

AERA Conference Hosting Grant Co-PI with Dr. Jessica Taylor in amount of \$40,000: Not Funded

TEACHING EXPERIENCE:

Graduate Courses Taught:

LEAD 7610 Measurement, Evaluation, and Assessment (Hybrid)

LEAD 7370 Qualitative Research Design (Hybrid)

LEAD 7820 Data-Informed Decision Making (Hybrid)

Undergraduate Courses Taught:

LEAP 3010 Practice of Applied Leadership (Online)

LEAP 3800 Introduction to Prior Learning Assessment (Online)

LEAP 3810 Introduction to Prior Learning Portfolio Development (Online)

LEAP 4040 Outcomes Measurement for Decision-Making (Online)

LEAP 4010 Decision-Making in Practice (Online)

LEAP 4900 Capstone Application Seminar (Online)

CRMJ 1100 Introduction to the Criminal Justice System
(F2F & Online)

CRMJ 2010 Violence in America (F2F & Online)

CRMJ 4999r Contemporary Issues in Policing (Online)

CRMJ 4340 Gangs and Crime (Online)

CRMJ 3120 Corrections (F2F and Online)

CRMJ 3900 Police Procedure and Criminal Investigation (F2F,
Online & Hybrid)

CRMJ 2100 Criminology (F2F & Online)

CRMJ 4850 Capstone in Critical Justice Issues (Online & Hybrid)

ONLINE COURSE DEVELOPMENT:

- Introduction to the Criminal Justice System, SCJS, University of Tennessee Chattanooga
- Violence in America, SCJS, University of Tennessee Chattanooga
- Contemporary Issues in Policing, SCJS, University of Tennessee Chattanooga
- Police Procedure and Investigations (Hybrid & Online), SCJS, University of Tennessee Chattanooga

DOCTORAL DISSERTATION COMMITTEES:

2022	Mattson, R.	Learning and Leadership
2022	Abbott, J	Learning and Leadership

SERVICE:

Departmental:

2023	LEAP Program Advisor Search Chair
2023	LEAP Lecturer Search Committee Member
2022-Present	LEAD/LEAP Curriculum Committee
2022	Committee Member, SCJS, Assistant Professor of Criminal Justice
2021	SCJS Adjunct Committee
2021	SCJS Curriculum Committee
2019	Committee Member, Honors Thesis, Dominique Malone
2017	Committee Member, SCJS, Assistant Professor of Criminal Justice

College/University:

2024	Committee Member Associate V.C. for Emergency Services Search
2023	CHEPS Awards Committee Member
2022	Committee Member, SCJS Assistant Professor Search
2021-2022	Committee Member, SCJS Adjunct Faculty Committee
2021	Committee Member, CHEPS Academic Advisor Search for Health and Human Performance
2019	Committee Member, College of Arts & Sciences, Director for Student Success Search
2016-Present	Committee Member, UTC, Student Conduct Board

Community:

2022	Mentor for TN Achieves – Sequatchie County High School Students
2017	Fundraising Team Member, J.A. Henry YMCA

Disciplinary:

2023-Present Committee Member/Reviewer Emerging Dialogues AAHLE

2017-2021 Manuscript Reviewer Criminal Justice Policy Review

HONORS AND AWARDS:

2023 Collaborative Research Award LEAD/LEAPS Program

2014 Outstanding Graduate Student in Criminal Justice, UTC Graduate School

2009 Narcotics Investigator of the Year, Hamilton County Sheriff's Office

2008 Investigator of the Year, Hamilton County Sheriff's Office

2008 Narcotics Investigator of the Year, Hamilton County Sheriff's Office

2007 Narcotics Investigator of the Year, Hamilton County Sheriff's Office

ADDITIONAL TRAINING AND CERTIFICATIONS:

Academic:

- Quality Matters: Peer Reviewer
- Quality Matters: Applying the Quality Matters Rubric
- Quality Matters: Peer Reviewer Course
- CAEL Assessing Prior Learning
- CAEL Roadmaps to Success: Understanding and Serving Your Adult Learners
- CAEL Attracting Adult Learners to Your Institution
- CAEL Engaging Adult Learners as Consumers
- CAEL Building Blocks for Effective PLA Programs
- CAEL Improving Programs With Labor Market Data
- Measure What Matters OKR Certification: Leadership and Goal Setting
- Wharton Online Removing Barriers to Change
- EQ-I 2.0 and EQ 360 Certification

PROFESSIONAL MEMBERSHIPS:

- Council for Adult and Experiential Learning (CAEL)
- American Educational Research Association (AERA)
- Association for the Assessment of Learning in Higher Education (AALHE)
- Association for Continuing Higher Education (ACHE)

CURRICULUM VITAE

Elizabeth King Crawford

615 McCallie Avenue • Chattanooga, Tennessee 37403
Phone (423) 425-5286 • Email Beth-Crawford@utc.edu

EDUCATION

2021 – Present The University of Tennessee at Knoxville
Master of Legal Studies

1993 – 2001 The University of Tennessee at Knoxville
Doctor of Education
Leadership/Teaching and Learning
Dissertation title: *An Investigation of the Learning Outcomes of Distance Learning Students Versus Traditional Classroom Students Attempting the Masters of Business Administration*

1986 – 1988 The University of Tennessee at Chattanooga
Master of Science
Industrial/Organizational Psychology

1980 - 1985 The University of Tennessee at Chattanooga
Bachelor of Arts
Communications: Public Relations concentration

Certified Council for Adult and Experiential Learning (CAEL) – Assessing Prior Learning 2021

Certified Quality Matters Master Reviewer – Quality Matters, 2017; Re-certified 2023

Certified Quality Matters Peer Reviewer – Quality Matters, 2015, Re-certified 2023

EMPLOYMENT

August 2011– Present
The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies
Applied Leadership & Learning Department

Professor (Earned Tenure and Associate, Summer 2015, Promoted to Full Professor, Summer 2020)

Department Head of the Applied Leadership & Learning Department (July 2024 - Present)

Responsible for the day-to-day operations of the department, including assistance with faculty and staff evaluation, hiring, budget, curriculum, and other operational processes for all programs within the department.

Program Advisor (January 2012 – Present)

Responsible for curriculum, course, and ongoing doctoral program development, recruitment and facilitation of the admission of students, and mentorship of participants. Provide doctoral advisement for all participants in active coursework, support program participants as they work to meet specific program objectives and outcomes, and work with participants to prepare for the Comprehensive Assessment process. Responsible for course repurposing and design along with teaching doctoral level courses and serving on admissions, comprehensive assessment faculty review teams, and dissertation committees.

Director of the School of Professional Studies (October 2017 – June 2019)

Associate Director (August 2016 – October 2017)

Responsible for the day-to-day operations of the school, including assistance with hiring, budget, curriculum, and other operational processes for all programs within the school.

School of Education

Director of Governor's School for Prospective Teachers (2012, 2013, 2014, 2015, 2016, 2017)

Assist with program for high school students considering a career in education. Responsible for selecting and inviting participants, developing schedule, organizing activities, hiring faculty and counselors, and monitoring budget. Originally affiliated with program when it was created in 1991; worked in administrative role through 2011.

Faculty Director of UTC Bridge Program (2014, 2015, 2016)

Assist with program for incoming college freshmen at risk for retention and progression. Responsible for assisting in selecting and inviting participants, developing schedule, organizing activities, advising teaching faculty and counselors, and monitoring student success.

Assistant Professor (courtesy appointment), College of Health, Education and Applied Professional Studies (January 2001-July 2011)

September 1986 – July 2011

The University of Tennessee at Chattanooga

Division of Continuing Education and Public Service

Director (1993-2011)

Departmental Management – Responsible for supervision of division staff including selection and training; overseeing all levels of computer registration system including daily handling of registrations, billing, receipting, confirmations, etc.; supervise maintenance, planning and purchasing for office equipment, computers and software.

Distance Learning – Duties include overseeing all aspects of distance learning, online, off campus and contract credit programs, including strategic planning, working with deans and department heads to identify new programs, training faculty, overseeing equipment purchase and upkeep, supervising student services, cooperating with other universities and colleges for reciprocal agreements on services and facilities, marketing, and maintaining standards for SACS accreditation.

Campus Responsibilities – Represent the division for various university committees and meetings.

Coordinator (1986-1993)

Coordinator of NonCredit Programs – Responsible for all facilitation for noncredit programs including: recruitment and hiring of instructors, budgeting, development of catalog and other marketing tools, arrangements for meeting facilities, catering, textbooks, handouts, etc.

September 1985 – August 1986

Lovemans Department Store

Advertising Department

Copywriter

Duties included writing copy for weekly newspaper and radio advertising, special catalogs and occasional television ads; scheduling with buyers and models.

PUBLICATIONS (in descending date order)

- Crawford, E. & Rausch, D. (2024). Intentional need not be intrusive: A framework for innovative advising in online and hybrid programs. In *EdMedia + Innovate Learning 2024 – Brussels, Belgium July 1-5, 2024*.
- Crawford, E. & Rausch, D. (2023). Contemporary Learners: Ensuring Success in the Virtual Classroom for an Applied Leadership Bachelors Degree. In *EdMedia + Innovate Learning 2023 – Online November 1, 2023*, 585-589.
- Rausch, D. & Crawford, E. (2022). Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program. In *EdMedia + Innovate Learning Online 2022 – Vienna, Austria, July 2023*, 104-107.
- Crawford, E. & Rausch, D. (2022). LEAP forward for success: An online bachelor's degree tailored for adult learners. In *World Conference on Educational Multimedia, Hypermedia and Telecommunications June 20, 2022*, 1096-1101.
- Rutledge, V. & Crawford, E. (2019). Teaching and Learning Institute: Best Practices for New and Seasoned Faculty. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2019(1)*, 214-219.
- Crawford, E. (2019). Curriculum Mapping: Program Outcomes, Course Learning Outcomes, Alignment, and Assessment. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2019(1)*, 243-247.
- Bruce, S., Crawford, E., Wilkerson, G., Dale, R., Harris, M., & Rausch, D. (2019). Prediction modeling for Board of Certification exam success for a professional master's athletic

- training program. *Journal of Sports Medicine and Allied Health Sciences: Official Journal of the Ohio Athletic Trainers Association* DOI: 10.25035/jsmahs.05.02.08
- Crawford, E., (2019). Dissertations and other culminating projects: Using LMS course design and assessment for retention, progression, and graduation. *Journal of Education and Social Development* 3(2), 1-4.
- Rutledge, V., Crawford, E., Ford, D., & Rausch, D. (2018). Preparing Faculty for Successful Instruction in Today's Classroom. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2018*(1), 317-322.
- Crawford, E., & Rausch, D. (2018). Enhancing Student Learning Outcomes and Assessment through Alignment and LMS Delivery. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2018*(1), 160-164.
- Crawford, E., & Rausch, D. (2017). Hybrid Delivery Classroom Model: Revised and re-aligned for enhanced student learning success. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2017*(1), 320-325.
- Bruce, S. L., Crawford, E., Wilkerson, G. B., Rausch, D., Dale, R. B., & Harris, M. (2016). Prediction Modeling for Academic Success in Professional Master's Athletic Training Programs. *Athletic Training Education Journal*, 11(4), 194-207.
- Crawford, E., & Rausch, D. (2016). Authentic Assessment of Competency Demonstration Using Digital Artifacts, Documentation, and Portfolios. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016*(1), 102-108.
- Rausch, D. and Crawford, E. (2015). Leadership principles. In O'Brien, E. & Hauser, M. (Ed.), *Supervision and Agency Management for Counselors*. New York, NY: Springer Publishing Company.
- Crawford, E. & Rausch, D. (2015). Student Learning Outcomes and Rubric Application in the LMS: Graduate Culminating Projects (theses, dissertations, and more). In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015*(1), 181-186.
- Crawford, E., & Rausch, D. (2014). An authentic assessment method for demonstrating competency domains in a Learning and Leadership Doctoral Program. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014*(1), 435-440.
- Rausch, D. & Crawford, E. (2013). Demonstrable competence: An assessment method for competency domains in Learning and Leadership Doctoral Program. In *Proceedings of International Conference on Cognition and Exploratory Learning in Digital Age 2013* (398-402).
- Rausch, D., & Crawford, E. (2013). Hybrid delivery classroom: A model designed to maximize the blending of technology and face to face instruction. In *Society for Information Technology & Teacher Education International Conference 2013*(1), 972-977.
- Rausch, D., & Crawford, E. (2013). Implementing the hybrid delivery classroom: A model for hybrid-blended learning. In *World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013*(1), 915-921.
- Rausch, D. & Crawford, E. (2013). Working together works: Partnering for progress 2012 CUMU National Conference in Chattanooga (Journal Issue Overview – Guest Editor). *Metropolitan Universities Journal*, 24(1), 5-10.

- Vance, R. and Crawford, E. (2013). Challenges of LMS implementation in a multi-cultural context. In Y. Kats (Ed.), *Learning Management Systems and Instructional Design: Best Practices in Online Education* (pp. 72-88). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-3930-0.ch05.
- Rausch, D. & Crawford, E. (2012). Building the future with cohorts: Communities of inquiry. *Metropolitan Universities Journal*. 23(1). 79-89.
- Rausch, D. W., & Crawford, E. K. (2012). Cohorts, communities of inquiry, and course delivery methods: UTC best practices in learning—The Hybrid Learning Community Model. *The Journal of Continuing Higher Education*, 60(3), 175-180.
- Rausch, D. & Crawford, E. (2012, October). Hybrid learning model: Best practice in doctoral level learning. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2012*(1). 102-108.
- Willis, M., Dodd, E. and Helms, M. (2000). Distance learning opportunities for continuing education. *Continuing Higher Education Review*, 64(Fall), 67-76.
- Davis, L.D., Crawford, E.K., Cutright, M., Fry, J.E., Liu, R.W. & Trevor, T. (1997) In search of community: Faculty assessment of its presence at three institutions. *Community College Review*, 25(Spring). 3-14.

CONFERENCES (in descending date order)

Presentations

- Crawford, E. & Rausch, D. (2023, July 11). *Intentional need not be intrusive: A framework for innovative advising in online and hybrid programs*. Paper given at the EdMedia + Innovate Learning 2024 Conference, Brussels, Belgium (Virtual attendee).
- Rausch, D., Crawford, E., & Browne, J. (2024 February 27). *Lessons learned for helping adults access a degree: Contemporary Learners in 2024*. Paper given at the ACHE South Conference, Gulfport MS.
- Crawford, E., Rausch, D., & Williamson, C. (2023 December 4). *Helping Contemporary Learners Move Forward by Opening Doors to Degree Completion*. Paper given at SACSCOC Annual Conference, 2023. Orlando, FL.
- Browne, J. & Crawford, E. (2023, November). *Developing CPL/PLA Opportunities in an Undergraduate Online Program*. Roundtable presentation at CAEL Annual Conference 2023, Baltimore, MD.
- Crawford E. & Rausch, D. (2023 October 17). *Ensuring Success for Contemporary Learners in an Online Applied Leadership Program*. Paper given at the ACHE 85th Annual Conference, Charleston, SC.
- Crawford, E. & Rausch, D. (2023, July 11). *Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program*. Paper given at the EdMedia + Innovate Learning 2023 Conference, Vienna, Austria.
- Rausch, D. & Crawford, E. (2022, November 1). *Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program*. Paper given at the EdMedia + Innovate Learning Online 2022 – Online.
- Rausch, D. & Crawford E. (2022 October 24). *LEAP forward for success: An online bachelor's degree tailored for adult learners*. Paper given at the ACHE 84th Annual Conference, New Orleans, LA.

- Crawford, E. & Rausch, D. (2022 June 21). *LEAP forward for success: An online bachelor's degree tailored for adult learners*. Paper given at the EdMedia World Conference on Educational Media & Technology, New York, NY.
- Rausch, D. & Crawford, E. (2021 November 4) Redefining Hybrid – Taking Learning Experiences Beyond In Person and Online via the Virtual Classroom. Paper given at QM Connect Conference, Virtual.
- Crawford, E. (2021 April 9 – Invited). Defining Measurable and Meaningful Learning Outcomes at the Program, Course, and Unit Levels. Presentation (invited) given at QM Quality in Action Conference, Virtual
- Crawford, E. & Rausch, D. (2020 October 22-28). Multi-Focal Rubric Development: Bringing the Big Picture through Multiple Viewpoints. Paper given at QM Connect Conference, Virtual.
- Rausch, D. & Crawford, E. (2020 June 3-24, July 8-29 – Invited). Hybrid Course Design and Delivery. Faculty training cohorts for the University of Tennessee at Chattanooga Walker Center for Teaching and Learning. Chattanooga, TN.
- Crawford, E. (2020 April 23-24). Applying the Quality Matters Rubric to culminating experiences and individualized research courses. Presentation proposed for the Quality Matters Regional Conference, Virtual
- Crawford, E. (2020 March 30-31). Curriculum Mapping for Student Outcomes and Success. Paper to be given at the 2020 International Conference on Education and Social Development (ICESD '20). Virtual
- Murley, R. & Crawford, E. (2020 March 30-31). Preparing Future Teachers. Paper given at the 2020 International Conference on Education and Social Development (ICESD '20). Virtual
- Rutledge, V. & Crawford, E. (2019 November 4-7). Teaching and learning institute: Best practices for new and seasoned faculty. Paper given at E-Learn 2019: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. New Orleans, LA.
- Crawford, E. (2019 November 4-7). Curriculum mapping: Program outcomes, course learning outcomes, alignment, and assessment. Paper given at E-Learn 2019: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. New Orleans, LA.
- Crawford, E. (2019 October 26-30). Curriculum mapping: Program outcomes, course learning outcomes, alignment, and assessment. Paper given at QM Connect Conference, Grapevine, TX.
- Rausch, D., & Crawford, E. (2019 October 13-14). Creating a positive path for women in leadership and success. Paper given at Women in Educational Leadership Conference, Lincoln, NE.
- Crawford, E. (2019 April 25-26). Student success through outcomes alignment and transparent expectations: Using the Quality Matters Standards. Presentation for the Quality Matters Regional Conference, New York, NY
- Crawford, E. (2019 March 1-2). Dissertations and other culminating projects: Using LMS course design and assessment for retention, progression, and graduation. Paper given at the 2019 International Conference on Education and Social Development (ICESD'19). Houston, TX

- Crawford, E. (2018 October 15-18). Enhancing Student Learning Outcomes and Assessment through Alignment and LMS Delivery. Paper given at the E-Learn 2018: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Las Vegas, NV
- Rutledge, V. & Crawford, E. (2018 October 15-18). Preparing Faculty for Successful Instruction in Today's Classroom. Paper given at E-Learn 2018: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Las Vegas, NV
- Crawford, E. & Ford, D. (2018 October 5-7). New Faculty Orientation with a Twist. Presentation given at MAGNA: Teaching with Technology. St. Louis, MO.
- Rutledge, V. & Crawford, E. (2018 October 1-4). Mentoring Women towards Success. Presentation given at NATDC: Higher Education Women in Leadership. Harvard.
- Ford, D., Rausch, D., & Crawford, E., (2017 December 2-5). *Quality Matters: Course Design for Student Learning and Success*. Paper given at the SACSCOC Annual Meeting. Dallas, TX.
- Crawford, E. (2017 October 18-20). *Hybrid Delivery Classroom Model: Revised and re-aligned for enhanced student learning success*. Paper given at the E-Learn 2017--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Vancouver, BC.
- Crawford, E. (2016 November 14-16). *Authentic Assessment of Competency Demonstration Using Digital Artifacts, Documentation, and Portfolios*. Paper given at the E-Learn 2016--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Washington, DC.
- Crawford, E., (2015 December 5-8). *Assessment and evaluation of Dissertations and Theses: SLOs and Rubric Application*. Paper given at the SACSCOC Annual Meeting. Houston, TX.
- Crawford, E. (2015 October 19-22). *Student Learning Outcomes and Rubric Application in the LMS: Graduate Culminating Projects (Theses, Dissertations, and More)*. Paper given at the E-Learn 2015--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Kona, HI.
- Crawford, E. & Rausch, D. (2015 April 22-24). *Hybrid Delivery Classroom: A Model for Blended Learning*. Paper accepted for the Online Learning Consortium 7th Annual International Symposium on Emerging Technologies for Online Learning. Dallas, TX
- Rausch, D., Crawford, E., (2014 December 6-9). *Assessment of Graduate Program Culminating Projects: Utilizing the Learning Management System for Organized Frameworks*. Paper given at the SACSCOC Annual Meeting. Nashville, TN.
- Crawford, E., & Rausch, D. (2014 October 27-30). *An Authentic Assessment Method for Demonstrating Competency Domains in a Learning and Leadership Doctoral Program*. Paper given at the E-Learn 2014--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. New Orleans, LA.
- O'Brien, E., McDonald, S., Bailey, A., Crawford, E., Harvey, J., Rausch, D., & Rutledge, V. (2014 October 5-7). *Facilitating students' career development through community engagement and placements*. Paper (Roundtable format) given at Coalition of Metropolitan Colleges and Universities conference, Syracuse, NY.

- Crawford, E., & Rausch, D. (2014 July 8-9). *Dissertations, theses, and major projects: Using LMS to maintain and assess SLOs*. Paper given at the Sloan-C 11th Annual Blended Learning Conference & Workshop, Denver, CO.
- Rausch, D., Crawford, E., (2013 October 22-24). *Demonstrable Competence: An assessment method for competency domains in Learning and Leadership Doctoral Program*. Paper given at the Cognition and Exploratory Learning in Digital Age conference. Ft. Worth, TX.
- Rausch, D., Crawford, E., (2013 June 27). *Implementing The Hybrid Delivery Classroom: A Model for Hybrid - Blended Learning*. Paper given at the EdMedia World Conference on Educational Media & Technology. Victoria, Canada.
- Rausch, D., Crawford, E., (2013 April 9-11). *Demonstrable Competence: Taking Evidence Based Learning to the Next Level*. Paper given at the Sloan-C 6th Annual International Symposium on Emerging Technologies for Online Learning. Las Vegas, NV
- Rausch, D. & Crawford, E. (2012, October 9). Hybrid Learning Model: Best practice in doctoral level learning. Paper presentation given at E-LEARN World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Montreal, Canada.
- Rausch, D. & Dodd, E. (2012, January 5). Cohorts, Communities of Inquiry, Course Delivery Methods: UTC Best Practices in Learning – Hybrid Learning Community Model. Paper presentation given at Academic and Business Research Institute International Conference, Orlando, FL.
- Rausch, D. & Dodd, E., & Rutledge, V. (2011, October 10). Building the Future with Cohorts: Communities of Inquiry, presentation given at Coalition of Metropolitan Colleges and Universities conference, Indianapolis, IN.
- Dodd, E. (2002, November). Developing Noncredit Budgets, presentation given at Tennessee Alliance for Continuing Higher Education conference, Memphis, TN.
- Crawford, E. (1997, June) *Collaborating with Corporate Universities*. Presentation given at Reinventing Higher Education conference, Philadelphia, PA.

Poster Presentations

- Crawford, E. (2023, April 12). *Contemporary Learners – Ensuring Success in the Virtual Classroom*. Poster presentation given at UTC Spring Research and Arts Conference, Chattanooga, TN.
- Crawford, E. (2022, April 13). *Using LMS course design and assessment for retention, progression, and graduation*. Poster presentation given at UTC Research Dialogues, Chattanooga, TN.
- Rutledge, V; Ford, D.; and Crawford, E. (2018, April 4). *New Faculty Pedagogy Course*. Poster presentation given at UTC Research Dialogues, Chattanooga, TN.
- Crawford, E. & Rausch, D. (2014, March 21). *Structured course framework for dissertations and more: Utilizing LMS to achieve success*. Poster presentation given at UTC Research Day, Chattanooga, TN.
- Crawford, E. & Rausch, D. (2013, April 2). *Hybrid delivery classroom best practices*. Poster presentation given at UTC Research Day, Chattanooga, TN.

- Rausch, D., Crawford, E., (2013 March 27). *Hybrid Delivery Classroom: A model designed to maximize the blending of technology and face to face instruction*. Poster presentation and demonstration given at the Society for Information Technology and Teacher Education 2013 conference. New Orleans, LA.
- Rausch, D. & Crawford, E. (2012, October 14). Best practice in doctoral level learning: Hybrid learning at UTC. Poster presentation given at Coalition of Metropolitan Colleges and Universities conference, Chattanooga, TN.

Session Chair/Moderator

- 2020 International Conference on Education and Social Development (ICESD '20). Virtual
- 2019 E-Learn International Conference, New Orleans, LA
- 2019 Quality Matters Connect Conference (QM Connect), Grapevine, TX
- 2019 International Conference on Education and Social Development (ICESD'19). Houston, TX

Attendee

- SACSCOC Annual Conference (2022 December 4-6) in Atlanta, GA
- SACSCOC Annual Conference (2021 December 3-7) Virtual
- SACSCOC Annual Conference (2019 December 7-10) in Houston, TX
- UT Conference for Women in Leadership (2019 June 5) in Murfreesboro, TN
- UT Women and Leadership (2018 June 13) in Murfreesboro, TN
- SACSCOC Annual Conference (2016 December 3-6) in Atlanta, GA.
- Leadership in Higher Education Conference (2016 October 6-8) in Atlanta, GA.
- RCIO 2016: Leadership: Theory into Practice (2016 October
- SACSCOC 2015 Summer Institute on Quality Enhancement and Accreditation. (2015 July 19-22) in Orlando, FL.
- SACSCOC 2014 Summer Institute on Quality Enhancement and Accreditation. (2014 July 20-23) in New Orleans, LA.
- AACTE Leadership Academy. (2014 June 22-26) in Milwaukee, WI.
- RCIO 2013: Trends in Training. (2013 October 25, 26) in Chattanooga, TN.
- Applied Computing 2013. (2013 October 23, 24) in Ft. Worth, TX.

INSTRUCTIONAL EXPERIENCE

- EDS 6130 Teaching and Learning, UTC
- USTU 101, Freshman Seminar, UTC
- EDUC 1999 Technology in the Classroom, UTC
- EDUC 2010 Education in the United States
- EDUC 500/5000, Introduction to Inquiry, UTC (developed for online delivery as well as face to face)
- EDUC 503R, Current Topics in Educational Technology, UTC
- EDUC 5010, Methods of Educational Research, UTC (served on committee for redesign 2008-2010)
- EDUC 508, Consultation and Collaboration, UTC
- EDUC 512, Theories of Learning, UTC

EDUC 575, 5750 Educational Technology, UTC
 EPSY 543, Theories of Human Development, UTC
 EDS 608, 6080 Technology in Education, UTC
 EDS 610, Program Evaluation, UTC
 EDS 623, Interactive Multimedia, UTC
 EDS 624, Using Distance Technology in Education, UTC
 LEAD 7000 Learning and Leadership: Induction and Integration
 LEAD 7020 Research and Inquiry
 LEAD 7050 Leadership: Learning and Instructional Practice
 LEAD 7150, Diffusion of Innovation and Technology, UTC (hybrid delivery)
 LEAD 7340, Statistics for Research and Analysis, UTC (hybrid delivery)
 LEAD 7370, Qualitative Research (hybrid delivery)
 LEAD 7350, Research Methodologies, UTC (hybrid delivery)
 LEAD 7410 Learning Outcomes: Alignment and Analysis
 LEAD 7450, Reflective Practice and Competency Development (team taught), UTC
 (online delivery)
 LEAD 7500, Learning Models, Instructional Design, and Communication, UTC (hybrid
 delivery)
 LEAD 7550, Leadership Perspectives: Cultural Issues and Influence, UTC (hybrid
 delivery)
 LEAD 7560, Leadership Accountability, UTC (online delivery)
 LEAD 7810, Cognitive Aspects of Decision Making (team taught), UTC (hybrid
 delivery)
 LEAD 7815, Ethical Aspects of Decision Making (team taught), UTC (hybrid delivery)
 LEAD 7820, Data-Informed Aspects of Decision Making (team taught), UTC (hybrid
 delivery)
 LEAD 7830, Higher Education: Administration and Leadership (team taught), UTC
 (hybrid delivery)
 LEAD 7840, Higher Education: Strategy and Decision-Making
 LEAD 7850, Higher Education: Planning and Resources
 LEAD 7995, Comprehensive Assessment Continuance
 LEAD 7997, Individual Studies
 LEAP 3020 Adopting Innovation and Change
 LEAP 4010 Decision-Making in Practice
 LEAP 4020 Ethics and Leadership Practice
 LEAP 4050 Global Perspectives of Leadership
 Teaching and Learning Institute – New Faculty Pedagogy Course

ACADEMIC CONSULTATION/PROGRAM REVIEW

Tennessee Board of Regents (TBR) Academic Audit Team, Walters State Community College
 (PSCC) University Parallel (2024)
 Tennessee Board of Regents (TBR) Academic Audit Team, Walters State Community College
 (PSCC) Teacher Preparation (2023)
 Tennessee Board of Regents (TBR) Academic Audit Team, Pellissippi State Community College
 (PSCC) University Parallel (2022)

Quality Matters Course Review, Chair, HED 6640 – *Governance and Administration in Higher Education* at University of Toledo. (2022).

Quality Matters Course Review, Chair, EDLE 744 – *Technology and Organizational Innovation* at University of Southern Indiana. (2022).

Tennessee Board of Regents (TBR) Academic Audit Team, Cleveland State Community College (CSCC) University Parallel (2021)

Quality Matters Course Review, Chair, ACCT 555 – *Federal Taxation* at Eastern New Mexico University. (2021).

Tennessee Board of Regents (TBR) Academic Audit Team, Chattanooga State Community College (ChSCC) University Parallel (2020).

Quality Matters Course Review, Chair, *EDUF Preparing for the Dissertation* at Columbus State University. (2019-2020).

Tennessee Board of Regents (TBR) Academic Audit Team, Tennessee State University (TSU) Professional Studies BPS and MPS, (2019).

Quality Matters Course Review, Chair, *Fundamentals of Accounting I: AC 305* at Athens State University. (2019).

Quality Matters Course Review, Chair, *Learning Framework: EDU 1300* at Dallas Colleges Online. (2018).

Quality Matters Course Review, Chair, *Intro to Sociology: SOC 200* at Northwest Shoals Community College. (2018).

Quality Matters Course Review, External Reviewer, *Principles of Biology I: BIO 103, Fall 2015* at Calhoun Community College. (2016).

Quality Matters Course Review, External Reviewer, *Human Anatomy & Physiology I: BIO 201, Spring 2015* at Calhoun Community College. (2016).

Quality Matters Course Review, Internal Reviewer, *Introduction to Statistics for Public Administration and Nonprofit Management: PANM 2050* at UTC. (2016).

RESEARCH PROJECTS (DIRECTED AND COMMITTEE)

Dissertations

Aamodt, P. (In progress). Doctoral Dissertation Committee

Abbott, J. (In progress). Doctoral Dissertation Committee

Alpers, J. (2024). *The Relationship between Reward Systems and Behavior*, Doctoral Dissertation Committee

Andrews, W. (In progress). Doctoral Dissertation Committee

Bagby, C. (In progress). *Classifying and characterizing high school maker space users*. Doctoral Dissertation Committee

Bass, L. (2019). *Registration Processes of Entering Freshmen and Their Effects on Academic Success and Retention at a Midsize Public University*. Doctoral Dissertation Co-Chair

Battle, T.J. (2019). *Archival Offender Records Analysis: Are Patient Abuses Selective to the Type of Healthcare Practitioner?* Doctoral Dissertation Committee

Battle, W. (In progress). Doctoral Dissertation Chair

Baxley, J.F. (2017). *Professional Development in Arts Integration: An Activity Theory Analysis of Participating Teacher Experiences*. Doctoral Dissertation Committee

- Beard, J. (2017). *Examining Students' Personal Evaluations of their Ability to Transfer Knowledge Learned in First-Year Composition to other Writing*. Doctoral Dissertation Chair
- Beeler, M.T. (2018). *The Role of Required Volunteerism and Service Learning on Student Perceptions of Civic Responsibilities*. Doctoral Dissertation Chair
- Behneman, D. (In progress). *Examining the Adoption of Digital Transformational Initiatives in Higher Education*. Doctoral Dissertation Committee.
- Bischell, J. (2018). *Understanding the Pedagogical Adoption of Comics Among Secondary English Teachers: Exploring Relationships Between Teacher Attributes and Attitudes/Practices* Doctoral Dissertation Chair
- Breakey, M. (2017). *A Study of the Relationship between an Introductory College Course and Students' Self-Regulatory Skills of Time Management, Concentration, and Motivation*. Doctoral Dissertation Committee
- Brewer, J. (In Progress). Doctoral Dissertation Chair
- Browne, J. (2021). *Police Perceptions of Body-Worn Cameras: Can Resistance be Predicted*. Doctoral Dissertation Committee
- Brown, L. (In Progress). Doctoral Dissertation Chair
- Bruce, S. (2014). *Prediction Modeling for Graduate Athletic Training Education Programs*. Doctoral Dissertation Chair
- Caraccio, B. (2009). *An Evaluation of Teachers' Perceptions of a State Developed Educational Portal*. Doctoral Dissertation Committee
- Caraccio, M. (2017). *An Investigation of the Correlation between the Level of Satisfaction of Basic Needs and Academic Achievement of High-School Students in Selected Southeast Tennessee Schools*. Doctoral Dissertation Committee
- Cartmell, B. (2014). *The Relationship between Freshman Student Retention and Use of an Online Parent Portal*. Doctoral Dissertation Committee
- Close, D. (In progress). Doctoral Dissertation Committee.
- Closson, C. (2022). *Exploring the attitudes and perceptions of educators regarding disabled students in the inclusive classroom*. Doctoral Dissertation Committee
- Connors, J. (2023). *A Study of Burnout in Certified Public Accountants in the Southeast Region of the United States*. Doctoral Dissertation Committee
- Cox, D. (In progress). *Program Evaluation of Schools-Based Mental Health Service Providers and Services: The intended and unintended consequences of increasing tiered support for all students*. Doctoral Dissertation Chair.
- Crowe, J. (2023). *Impact of Educational Intervention on the Coping Skills of Military Youth Dealing with Deployment*. Doctoral Dissertation Committee
- Deal, C. (2017). *Examination of Factors Influencing the Level of Financial Support Provided by Former Athletes from an NCAA Division I-A Football Championship Series (FCS) University to Their Alma Mater*. Doctoral Dissertation Committee
- Elliott, J. (2017). *Community versus Traditional Classrooms: Is there an Advantage for Improved Academic Performance in Elementary Schools*. Doctoral Dissertation Chair
- Engels, M.K. (2018). *The Relationship of the Transformational Leadership Process and Group Mood among Musicians and their Effects on Artistic Quality within the American Orchestral Organization*. Doctoral Dissertation Co-Chair
- Folsom, C. (2020). Doctoral Dissertation Chair

- Forrest, T. (2020). *Tennessee's Performance Funding Model: A Mixed Methods Study Designed to Predict Future Success*. Doctoral Dissertation Chair
- Freeman, Y. (2018). *A Student Success Prediction Model for Retention of the Tennessee Lottery Scholarship Program*. Doctoral Dissertation Committee
- Galloway, T. (2023). *Content Immersion, Collaboration, and Public History: An Integrated Professional Development Approach to Improving Teacher Competency and Self-Efficacy in 8th Grade and High School United States History Instruction*. Doctoral Dissertation Chair
- Ghazi, J. (In progress). Doctoral Dissertation Committee
- Greear, A. (2020). *Examining Student Outcomes of Emergency Assistance Programs in Rural Community Colleges*. Doctoral Dissertation Committee
- Griggs, J.L. (In progress). *Emotional Intelligence: A Descriptive Analysis of Community College Nursing Students*. Doctoral Dissertation Chair
- Hackathorne, J. (2020). *Examining the Relationships between Body Motion Video Gaming or Mind Body Practice and Balance, Cognition, and Social Engagement in Community Dwelling Older Adults*. Doctoral Dissertation Chair
- Hale, D. (2015). *The Identification of Factors that Negatively Contribute to Student Achievement: A Case Study of the Students at One High Performing High School in Chattanooga*. Doctoral Dissertation Committee
- Harbison, J. (2016). *The Impact of Gaming on Managers' Ability to Employ Adaptive Leadership: Do Millennials have an Advantage*. Doctoral Dissertation Committee
- Harrison, L. (In progress). *Is there a relationship between the Activity Measure for Post-Acute Care "6-clicks" daily activity and basic mobility Version 2 scores and the discharge destination after an acute care hospital stay?* Doctoral Dissertation Chair.
- Hayes, T. (2018). *Do Students Who Complete a Concentration in Career and Technical Courses in High School Fare Better in Post Secondary Opportunities*. Doctoral Dissertation Committee
- Hinton, T. (In progress). Doctoral Dissertation Committee
- Howard, L. (In progress). *Organizational Commitment and U.S. Army ROTC Cadet Retention*. Doctoral Dissertation Committee
- Hurt, A. (2023). *The human capital campaign: The effects of burnout and investment in employee development on intent to leave*. Doctoral Dissertation Committee
- Jackson, G. (In progress). Doctoral Dissertation Committee.
- Jackson, R. R. (2023). *The Perception of Hybrid Nutrition Education among Limited Resource Families in Tennessee*. Doctoral Dissertation Chair
- Jacobsen-McLean, N. (In progress). Doctoral Dissertation Committee
- Jaynes, M. (2014). *An investigation into the transactional vs. transformational instructional delivery style in a freshmen-level literature course at a Southeastern American university*. Doctoral Dissertation Committee
- Johnson, D. (In progress). Doctoral Dissertation Committee
- Johnson, J. (2023). Doctoral Dissertation Committee Chair
- Johnson, M. (2013). *Faculty Perception and Use of Learning-centered Strategies to Assess Student Performance*. Doctoral Dissertation Committee
- Johnson, R. (2013). *Student Attitudes to Two Types of Learning: A Comparison of Students in Traditional Classroom Writing Environments and Students in Hybrid Writing Environments*. Doctoral Dissertation Committee

King, L. (In progress). *Female Athletics: Exploring the Impact of Female Coaches on Perceived Levels of Self-Efficacy Among Female Athletes and their Career Pursuits in Athletics*. Doctoral Dissertation Chair.

Lamberson, E. (2023). *A Correlational Study between a Faith-Based Psychoeducational Intervention and Psychological Well-Being*. Doctoral Dissertation Committee

Lewis, E. (2023). *Transfer Pathways in Higher Education: Exploring Differences between Pathway and nonpathway Student Success after University Transfer in One State System*. Doctoral Dissertation Chair

Littleton, R. (2023). *Holistic Admissions Review in Physical Therapist Education*. Doctoral Dissertation Chair

Martin, B. (In progress). Doctoral Dissertation Committee

Martin, C. (In progress). Doctoral Dissertation Chair

Mattson, R. (In progress). Doctoral Dissertation Committee

Maupin, K. (In progress). *The Relationship of Family Characteristics of At-Risk Children in Rural West Tennessee and Select Measures of Success*. Doctoral Dissertation Chair

Mayer, C. (In progress). *The Teacher's Voice: A Qualitative Study Regarding the Motivations of Teacher Retention in Hamilton County*. Doctoral Dissertation Committee

McCord, J. (2017). *Faith-Based Instructional Interventions: The Relationship of the Short-Term Mission Trip with Christian Spiritual Formation*. Doctoral Dissertation Chair

McDonald, S. (2013). *The Role of Academia in Preventing Occupational Therapy Board Disciplinary Action*. Doctoral Dissertation Committee

McPherson, J. (2020). *A Mixed Methods Study of the Relationship between Dialogic Inquiry and Engagement in Active Learning Shakespeare Education*. Doctoral Dissertation Committee

Meeks, A. (In progress). Doctoral Dissertation Committee

Melhorn, E. (In progress). *Assessing the Doctoral Capstone as a High-Impact Practice*. Doctoral Dissertation Chair.

Miles, Renard (In progress). *The Factors of Internship Programs that Lead Students to Remain with an Organization after Completing an Internship*. Doctoral Dissertation Committee.

Murray, C. (2015). *Effects of Health Information Technology Adoption on Nursing Home Quality Rating Scores in Tennessee Nursing Homes*. Doctoral Dissertation Committee

Newson, L. (In progress). Doctoral Dissertation Committee

Nix, L. (In progress). *Identity Construal During New Employee Onboarding: A quantitative Model of Identity Work Modes*. Doctoral Dissertation Committee.

Noseworthy, E. (2020). *The Relationship between Instructor Course Participation, Student Participation, and Student Performance in Online Courses*. Doctoral Dissertation Committee

O'Brien, P. (2023). *The Impact of Focused Advising on Retention and Completion in the Community College Setting*. Doctoral Dissertation Committee

Perry, M. (2024). Doctoral Dissertation Chair

Porter, M. (2021). *Creating a Predictive Model of Student Success in Certified Registered Nurse Anesthetist Graduate Programs*. Doctoral Dissertation Chair

Pou, L. (In progress). *Toward a Better Understanding of Leadership Development in Higher Education: A 33 Year Review of the Leadership Institute at the University of Tennessee*. Doctoral Dissertation Committee

- Powell, M. (2020). *Perceptions of a Community Based Cooking Skills and Nutrition Education Class*. Doctoral Dissertation Chair
- Quilliams, J. (2019). *An Analysis of the Relationship between Student Motivation and the Use of a Google Apps for Education Platform in a Secondary Social Studies Class in East Tennessee*. Doctoral Dissertation Committee
- Ramnarine, A. (2018). *Influential Factors of Academic Performance and Course Retention in College Mathematics – Face-to-Face Versus Online*. Doctoral Dissertation Chair
- Ramsey, T. (In progress). Doctoral Dissertation Chair
- Rector, J. (2009). *Faculty Perceptions of Faculty Evaluation Programs at Selected Private Colleges/Universities in the Southeast United States*. Doctoral Dissertation Committee
- Reece, S. (2018) *Exploring the organizational communication process and factors affecting work engagement in a high-speed high-volume manufacturing operation*. Doctoral Dissertation Committee
- Ribeiro, A. (In progress). Doctoral Dissertation Committee
- Rogers, T. (In progress). Doctoral Dissertation Chair
- Sallee, A. (2014) *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-follower Relations and Impact on Teacher Efficacy*. Doctoral Dissertation Committee
- Scales, B. (In progress). Doctoral Dissertation Chair
- Scruggs, J.A. (2020) *Cultural Responsiveness of Tennessee School Counselors: An Exploration of Perceptions of Multi-Cultural Counseling Competence Regarding Racially and/or Ethnically Diverse Students*. Doctoral Dissertation Committee
- Slade, I. (2019). *Does Employee Communication Technology Use in the Workplace Influence the Level of Employee Interpersonal Communication Skills?* Doctoral Dissertation Committee
- Solomon, K. (2018). *High School Teachers and 1:1 Technology In-Class Activities*. Doctoral Dissertation Chair.
- Spino, J. (In progress). Doctoral Dissertation Chair
- Stark, G. (2016). *The Relationship of the Attributional Dimensions of Emotional Differentiation on Attributional Dimensions of Technology Readiness for Orthotic and Prosthetic Clinicians*. Doctoral Dissertation Committee
- Stearns, L. (In progress). Dissertation Committee Chair
- Swafford, S. (2017). *Factors Affecting Freshman Student Retention at Higher Education Institutions within the Appalachian College Association*. Doctoral Dissertation Chair
- Tate, M. (In progress). *Beginning Commercial Butterfly Breeder Seminar Program Evaluation*. Research Project of Practice Committee
- Thacker, K. (2014) *Graduation Rates: A Comparison of College Graduation Success Rates of Dual Enrollment Verses Non-dual Enrollment Students at the Community College*. Doctoral Dissertation Committee
- Thomasson, C. (2010). *An Investigation into Predictors of Middle School Mathematics Achievement as Measured by Georgia Criterion-Referenced Competency Tests*. Doctoral Dissertation Committee
- Tolbert, M. (2020). *The Flipped Classroom's Impact on Student Performance and Engagement in a Community College Introductory Psychology Course: A Quasi-Experimental Study*. Doctoral Dissertation Committee
- Tucker, J. (In progress). Doctoral Dissertation Chair

- Vance, R. (2019). *A Comparison of Academic, Social, and Emotional Self-Efficacy Among Students in Schools with Divergent Approaches to Integrating Instructional Technology*. Doctoral Dissertation Chair
- Walter, H. (2019). *The Relationship Between Approaches to Teacher Professional Development and Teachers' Likelihood of Making Classroom Changes in Selected Tennessee Public Middle Schools*. Doctoral Dissertation Committee
- Ward, A. (2018). *Teacher Expectation of Student Achievement among Primary School Teachers in Togo, West Africa: An Analysis of Beliefs and Cultural Values*. Doctoral Dissertation Committee
- West, Mason (2023). *A Comparative Analysis of the Impact of the Talented Tenth Leadership Program on the Self-Perception of African American participants during each of the stages of Piaget's psychosocial development*. Doctoral Dissertation Committee
- Whitted, C. (2023). *Factors Influencing Intercollegiate Athletics Fundraising Structure: A survey and theory development*. Doctoral Dissertation Committee
- Williamson, C. (2022). *Predicting Enrollment in Higher Education Institutions*. Dissertation Committee
- Willis, B. (In Progress). Dissertation Committee Chair
- Willis, C. (2014). *The Effects of Co-Viewing Children's Educational Programming on Parenting Behaviors*. Doctoral Dissertation Co-Chair
- Worley, K. (2023). Doctoral Dissertation Committee
- Young, S. (2017). *Examining Effective Leadership in K-8 Virtual Learning Environment*. Doctoral Dissertation Committee

EDS Capstones (committee member)

Wilma Bates, Jessica Blevins, Steven Brown, Beth Caraccio, Julia Higgins, Jeff Storey, Sonya Holder, Matthew Stacy

Master's Research Projects (directed)

Tristaca Adams, Andy Babb, Megan Barber, Amber Beason, Katherine Bishop, Kerri Collins (In progress), Kelly Cook, Esther Clark, Jennifer Dillard, Dennis Everett, John Gerskin, Kristina Glover, Lacey House, Elisa Loftin, Michael Murray, LaToya Norman, Pamela Piercy, Martha Plumlee, Amy Prater, Daniel Silva, Katie Sloan, Christopher Smith, Jennifer Spates, Lynn Sutton, Stephanie Waddell

Comprehensive Assessment Faculty Review Teams

2024 – Z. Ridder

2023 – G. Coker, S. Grisham, K. Littlejohn, M. Harvey, J. Herrett-Skjellum, C. Miller, M. Reiter, M. Tate, A. Wilson,

2022 – J. Abbott, K. Alton, W. Andrews, L. Bryant, D. Close, C. Drew, C. Honeycutt, M. Lopez, E. Melhorn, L. Newson, L. Nix, K. Norwood, K. Page, T. Ramsey, A. Ribeiro, K. Shaw, K. Shurett, V. Williams, C. Wood

2021 – D. Adams, D. Behnemen, L. Brown, C. Closson, J. Cunningham, M. Hammontree, D. Miles, K. Norfolk, M. Perry

2020 – L. Harrison, L. Howard, A. Hurt, W. Jackson, N. Jacobsen-McLean, D. Johnson, J. Johnson, B. Martin, C. Martin, R. Mattson, T. Rogers, B. Scales, J. Spino, L. Stearns, J.B. Suiter, K. Worley

2019 – P. Aamodt, J. Alpers, C. Bagby, A. Browne, C. Folsom, T. Forrest, J. Tucker, B. Willis

2018 – P. Flowers, J. Hackathorne, R. Jackson, C. Littleton, C. Mayer, J. McPherson, M. Powell, C. Williamson

2017 – E. Lamberson

2016 – J. Brewer, Y. Freeman, E. Lewis, E. Noseworthy, A. Ramnarine, P. O'Brien, J. Quilliams, K. Solomon, K. Tivey, C. Whitted

2015 – M. Beeler, J. Bischell, J. Connors, T. Culver, J. Griggs, A. Harrison, Y. Kilpatrick, L. Pou, S. Swafford, M. Tolbert, M. West

2014 – TJ Battle, M. Breakey, M. Caraccio, C. Deal, J. Elliott, J. Harbison, M. Hilton, C. Longo, T. Patterson, G. Stark, A. Ward

2013 – L. Bass, R. Bandy, J. Beard, S. Bruce, B. Cartmell, T. Galloway, A. Greear, M. Jaynes, J. McCord, C. Murray, S. Reece, I. Slade, K. Wilson

2012 – J. Crowe, C. Harris-Keith, T. Hayes, R. Johnson, S. McDonald, A. Sallee, A. Scruggs, R. Stinson, K. Thacker, R.I. Vance, S. Young

2011 – L. Casson, L. Jensen-Inman

HONOR SOCIETIES and AWARDS

Outstanding Special Service Award, UTC College of Health, Education, and Professional Studies (2020)

Outstanding Service Award, UTC Faculty Awards (2018)

Alpha Society (2015-Present)

Elizabeth Dalton Award, UTC College of Health, Education, and Professional Studies (2016)

Outstanding Special Service Award, UTC College of Health, Education, and Professional Studies (2015)

UC Foundation Professorship (2014-Present)

PROFESSIONAL MEMBERSHIPS

Alpha Delta Kappa (2014-Present)

Association for Continuing Higher Education (1988-2011, 2022-present, Conference Committee 2023-Present)

Association for the Advancement of Computing in Education (2012-present)

Association for Training and Development (2018-present)

Council for Adult and Experiential Learning (CAEL – 2020-present)

Online Learning Consortium (formerly Sloan-C) (2012-present)

Society for Information Technology and Teacher Education (2012-2014)

Tennessee Alliance for Continuing Higher Education

- President: 1996-1997
- President Elect: 1995-1996
- Vice President: 1994-1995

- Regional Representative (East): 1992-1994

UNIVERSITY COMMITTEES

- Administrative Appeals (2001-2012)
- Banner Implementation Team (2008-2011)
- Chattanooga Area Regional Science Fair SRC – Chair (2010-2013)
- CHEPS College-level RTP Committee (2021-Present)
- CHEPS Curriculum Committee (Chair 2012-Present)
- Council of Academic Department Heads (2016-2019; Co-Chair 2018-2019)
- CUMU 2012 Conference Planning Committee (2010-2012)
- Distance Learning Advisory Group (2012-2013)
- Faculty Senate (2012-2019, 2020-Present Vice President 2015-2016, 2016-2017, 2017-2018)
- Graduate Council (2011-Present, Vice Chair 2013-2014, Chair 2014-2015)
- Graduate Council Best Practices Sub-Committee (2012-2013, Chair 2013-2014)
- Graduate Council Appeals Committee (2014-present)
- Institutional Assessment and Effectiveness Committee (2015-2017)
- IT Assessment Task Force (2010-2011)
- IT Strategic Planning Committee (2010-2011)
- Information Technology Advisory Council (2019-present)
- Learning Management System (LMS) Review Committee (2018)
- Library Grand Opening Committee (2014-2015)
- Library Grand Opening Committee Tours, Activities, and Student Volunteers Sub-Committee (2014-2015)
- Lupton Library Repurposing Committee (2013-2014)
- Non-Tenure Track Faculty Task Force (2018-2019)
- Parking Oversight (2001-2012)
- Provost Search Committee (2018-2019)
- SACSCOC Reaffirmation Leadership Committee (2021 – 2023)
- School of Education Technology Committee (2010-Present)
- School of Education Homecoming Open House Committee Chair (2013)
- School of Education Faculty Search Committee (2011-Present, Chair 2013, 2014, 2015, 2016, 2017)
- School of Professional Studies Faculty Search Committee (2011-Present, Chair 2016, 2017)
- School of Professional Studies RTP Committee (2019-2021)
- Section Editor representing the School of Education for *The Journal of Adolescent and Family Health* (an interdisciplinary journal publishing a range of articles from the biological and behavioral to social and applied sciences, intended to improve the lives of adolescents and families) (2014 – 2016).
- Southeast Center for Education in the Arts Advisory Board (2019)
- Technology Advisory Committee (2016-2018)

- UFC, University Faculty Council, Member (2017-present, Secretary 2019-2020, Chair 2020-2021)
- UTC Alumni Board (2020)
- UTC Vision 2015 – Achieving Excellence: Technology Committee (2014-2015)
- University Planning and Resources Advisory Council (2014-2015, 2018-2019)
- Vice Chancellor IT Chief Information Officer Search Committee (2019)

GRANTS

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2017.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2016.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2015.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2014.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2013.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2012.

Catholic Health Initiative Violence Prevention Grant: Adolescent Intimate Partner Abuse (AIPA) Needs Assessment for Hamilton County, Tennessee, Directed by Dr. Helen Eigenberg. Serving as School of Education representative, 2011-2012.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2011.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2011.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2010.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2010.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2009.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2009.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2008.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2008.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2007.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2007.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2006.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2006.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2005.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2005.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2004.
Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2004.
Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2003.
Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2003.
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Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2001.
Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2000.
Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 1999.
Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 1998.
Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 1997.

JOHN W. HARBISON

512 Mariner Way
Chattanooga, Tennessee 37402

Tel. 423/425-5443 (Work)

Tel. 423/304-0913 (Cell)

John-Harbison@utc.edu (Work)

harbisonjm82@gmail.com (Home)

EDUCATION

Doctor of Philosophy – Learning and Leadership, University of Tennessee at Chattanooga,
Chattanooga, Tennessee, 2016

Dissertation: *The Impact of Video Gaming on Managers' Adaptive Leadership Skills:
Do Millennials have an Advantage?*

Masters in Industrial Technology, Western Carolina University, Cullowhee, North Carolina,
1989

Bachelor of Science in Engineering Management, University of Tennessee at Chattanooga,
Chattanooga, Tennessee, 1979

Graduate United States Army Command and General Staff College, Ft. Leavenworth, KS, 1989

Graduate Combined Arms and Services Staff School, Ft. Leavenworth, KS, 1987

Graduate United States Army Field Artillery Officers Advanced Course, Ft. Sill, OK, 1983

Graduate United States Army Field Artillery Basic Officers Course, Ft. Sill, OK, 1979

Certified Miller Heiman Sales Methodology, 2009

Certified Professional Coach, MMS Worldwide Institute, 2016

Certified Professional Coach, International Coach Federation, 2017

Certified Emotional Intelligence Facilitator and Coach, 2015

Certificate of Completion Quality Matter, Applying the QM Rubric (APPQMR), 2018

WORK EXPERIENCE

August 2018 – Present

University of Tennessee at Chattanooga

Chattanooga, TN

Professor of Practice

(8/2023 – Present)

Associate Professor of Practice

(7/2019 – 7/2023)

Lecturer, Learning and Leadership Program

(8/2018 – 7/2019)

August 2001 – August 2018

Cigna Healthcare (Cigna)

Chattanooga, TN

Updated 1/22/2024

Cigna Learning Experience Facilitation Team Manager

(5/2018 – 8/2018)

Oversee and manage a team of highly-skilled Learning Experience Leaders and Specialists to help deliver on Cigna University's vision and mission. Work collaboratively with matrix partners (inside and outside of Cigna University) to influence strategy, manage workload/capacity, and continually monitor engagement/results. In addition, responsible for the day-to-day operations and career management of a team of nine direct reports, both domestically and internationally. Responsible for providing exceptional learning opportunities for internal employees in topics ranging from leadership, communications, change management, and technical training through the proper application of learning approaches to meet the need of the employee. Span of responsibility includes employees located in the United States, United Kingdom, Belgium, Spain, Turkey, India, United Arab Emirates, Thailand, China, Taiwan, Korea, Hong Kong, Singapore, Indonesia, and New Zealand.

Cigna University Learning Manager

(11/2006 – 5/2018)

Managed the portfolio of all learning resources for Cigna HealthCare, including internal and vendor supported delivery, internal advising and consulting services, coaching resources, internal customer relationship, and program management for both national and international requirements. Managed vendor relationships including all training resources of a third party vendor and the management of all external vendor delivery relationships. Developed and executed a Sales Academy program, Cigna's entry level sales training program for college hires, that has resulted in 25% of the graduates being recognized being in the top 20% of all sales representatives enterprise wide. Established an enterprise wide Integrated Training Plan, providing visibility on all learning activities supporting the Enterprise Learning Strategy. Orchestrated the downsizing and subsequent outsourcing of all instructor led activities to a third party vendor. Established a new approach to managing training resources which provided a more consistent product enterprise wide. Improved the efficiency of training delivery by approximately 20%, driving down the cost of training delivery while achieving an increase utilization of trainers from a start of 43% utilization to 71% by year end. Program managed the development of a top of the line learning center at the home office campus. Managed the logistics for the launch of an enterprise wide international manager training program on customer centricity (4,600+ managers). Currently perform the function of lead facilitator for one of Cigna's highest priority leadership programs, focused on developing high potential leaders to become more innovative and strategic for our leaders in the U.S., Europe, and Asia. Instrumental in the development and delivery of our entry level manager and leader programs, impacting approximately 350 new leaders each year. As a certified coach, playing a role of an initiative to bring coaching to the enterprise as a development opportunity versus a performance correction activity.

CIGNA Electronic Mailroom On-Site Representative Operations Senior Specialist

(6/2003 – 11/2005)

Managed a vendor relationship with a third party vendor receiving, opening, scanning and capturing data for CIGNA. Successfully implemented a plan for a third party vendor to receive, open, image and data capture approximately 55,000

CIGNA claims and correspondence per day. Managed the vendor relationship for CIGNA achieving contractual metrics of 98% quality and 98% of all claims processed within 48 hours of receipt

Assistant Manager, Rapid Data Entry

(8/2001 – 6/2003)

Managed 23 claims processors, handling difficult claim submissions requiring manual intervention to be processed. Team was initially established with only three experienced claims processors and twenty temporary employees. Within one year, the team was the highest producing team from a quantity and quality perspective.

October 2000 – July 2001

Staffing Solutions

Chattanooga, TN

Consultant, Direct Hire Search

(10/2000 - 7/2001)

Performed recruiting activities in support of customer needs. Focus was on direct hire acquisitions for engineering positions.

May 1979 – October 2000

United States Army, Second Lieutenant to Lieutenant Colonel

Various Duty States Worldwide

Staff Officer - Training and Simulations Division

Training Directorate, Office of the Deputy Chief of Staff for Operations

United States Army

The Pentagon, Alexandria, VA

(5/1999 – 10/2000)

Synchronized a \$1.8B program for the modernization and recapitalization of the U.S. Army's Combat Training Centers with the Defense Departments Program Budgeting Process.

Branch Chief - NATO/Partnership for Peace Exercise Branch

Operations Directorate, U.S. European Command

Stuttgart, Germany,

(8/1996 - 5/1999)

Managed an international training and engagement program focusing on Eastern and Western Europe. Effectively supervised 5 people covering 39 nations and a budget of \$50 million. Instrumental in helping Poland, Czech Republic, and Hungary become NATO members through numerous contacts and exercises. Negotiated at the ambassadorial level on behalf of the United States with Foreign Ministers of Defense and Chief of Defense Forces for multinational training exercises. Routinely gave presentations to senior level leaders of the Armed Services and diplomatic corps on numerous U.S. programs.

Chair and Professor of Military Science

Murray State University

Murray, KY

(7/1993 - 8/1996)

As Chairman of an academic department at a small regional university, I enhanced the administration and performance of the department through improved relationships with the University faculty, streamlined procedures, and focused emphasis on the students. Developed and coordinated an undergraduate program for the development of leaders and managers for the U.S. Army. Recruited, selected, and trained entry-level managers for an extremely large organization (U.S. Army). Improved enrollment in the training program by 250% (from 45 to 135 officer candidates).

Operations Officer - 6th Battalion, 1st Field Artillery

Vilseck, Germany

(11/1991 - 7/1993)

Established and executed a training program for a 1000 person organization. Allocated resources, developed individual through collective training programs, orchestrated the synchronization of assets with other training units, and insured the adherence to safety standards in an extremely dangerous training environment.

Brigade Fire Support Observer/Trainer - Combat Maneuver Training Center

Hohenfels, Germany

(5/1990-11/1991)

Observed the execution of fire support coordination in support of maneuver operations of combat maneuver brigades at one of three training centers supporting the United States Army. This center focused on preparing teams for combat operations through simulated combat conditions, utilizing state of the art technology for tracking, reporting, and conducting after action reviews of operations against a live opposing force. Additionally, during this assignment our team was tasked to prepare multiple teams for deployment to Kuwait in preparation for the execution of Desert Storm.

Assistant Professor of Military Science - Western Carolina University

Cullowhee, NC

(8/1987-5/1990)

Assessed and certified the successful completion of the management and leadership course for entry level leaders of the United States Army. Evaluated the leadership potential of over 300 officer candidates during a three-year period at the U.S. Army's Senior Cadet Training Camp. Reviewed over 2000 evaluations for clarity and consistency after the completion of an intensive 6-week training program. Taught university level courses over a three year period in oral presentation, written communication, leadership, integrity, sexual harassment, decision making, evaluation, and counseling

Battery Commander - Second Armored Division

Fort Hood, TX

(9/1983 – 7/1987)

Responsible for leading a group of 110 personnel. Personally responsible for the training, professional development, and the accomplishments of each individual in the organization. These responsibilities included personal counseling on

performance, setting of goals and objectives, preparation for deployment, maintaining war-fighting skills, and evaluation of performance.

Battery Executive Officer - 11th Armored Cavalry Regiment

Bad Kissingen, Germany

(10/1979 – 2/1983)

Managed and led the logistics for a 110 person combat unit in support of the United States mission to defend Western Europe and NATO. Prepared to assume overall command in the event the commander became incapacitated. Additional, performed duties overseeing the patrol of approximately 100 miles of the East/West German border. Trained the individual and small teams to maintain combat readiness while performing border patrol duties.

INSTRUCTIONAL EXPERIENCE

Multiple Leadership Courses as a part of the United States Army Reserve Officer Training Corps curriculum as approved by Cadet Command, from Freshman through Senior level.

Western Carolina University, 1987-1990

Murray State University, 1993-1996

LEAD 7500 Learning Models, Design, and Communication (team taught with and E. Crawford, UTC (Hybrid))

LEAD 7150 Diffusion of Innovation (team taught with E. Crawford, UTC (Hybrid))

LEAD 7250 Organizational Theory, Development, and Transformation (team taught with D. Rausch and E. Crawford, UTC (Hybrid))

LEAD 7100 Leadership Theory & Transformation (team taught with D. Rausch and E. Crawford, UTC (Hybrid))

LEAD 7450 Reflective Practice and Competency Development (team taught with E. Crawford, UTC (Online))

LEAD 7000 Learning and Leadership Integration and Assimilation Process (team taught with D. Rausch and E. Crawford, UTC (Hybrid))

LEAD 7991 Research Seminar (team taught with E. Crawford, UTC (Online))

INTS 4900 Integrated Studies Senior Portfolio (UTC (Online))

ENGM 5830 Strategic Management and Technology, (guest lecturer), UTC

LEAP 3010 Practice of Applied Leadership (team taught with D. Rausch) (online) UTC

LEAP 4030 Influence and Practice (Online) UTC

LEAP 3020 Adopting Innovation and Change (team taught with E. Crawford) (Online) UTC

INTS 3010 Prior Learning Portfolio Development (Online) UTC

LEAD 7995 Comprehensive Assessment Continuance (Online) UTC

LEAD 7070 Effective Professional Presentations (team taught with K. Worley) (Online) UTC

LEAD 7010 Leadership and Learning: Theory to Practice (team taught with D. Rausch) (Hybrid) UTC

LEAP 4010 Decision Making in Practice (Team taught with E. Crawford, UTC (Online))

LEAP 3040 Emotional Intelligence and Leadership (Online) UTC

LEAD 7610 Measurement, Assessment, and Evaluation (Team taught with C. Silver, UTC (Hybrid))

STUDENT SCHOLARSHIP REVIEW

Updated 1/22/2024

COMPREHENSIVE ASSESSMENT TEAMS

Alpers, J. (2019)
Browne, A. (2019)
Forrest, T. (2019)
Hackathorne, J. (2018)
Williamson, C. (2018)
Mattson, R. (2020)
Howard, J. (2020)
Harrison, L. (2020)
Johnson, D. (2020)
Martin, C. (2020)
Norfolk, K. (2020)
Spino, J. (2020)
Adams, D. (2021)
Battle, W. (2021)
Cox, D. (2021)
Cunningham, J. (2021)
Hinton, T. (2021)
Hubbuck, J. (2021)
King, L. (2021)
Meeks, A. (2021)
Fuchs, B. (2021)
Bryant, L. (2022)
Coker, G. (2022)
Newsome, L. (2022)
Shurett, K. (2022)
Harvey, M. (2023)
Littlejohn, K. (2023)
Miller, C. (2023)
Norwood, K. (2023)
Wilson, A. (2023)
Grisham, S. (2023)
Herret-Skjellum, J. (2023)
Reiter, M. (2023)
Ridder, Z. (2023)

DISSERTATIONS

Conners, J. (2018 to 2022) Committee Member
Hackathorne, J. (2019 to 2020) Committee Member
Williamson, C. (2019 to 2022) Committee Member
Worley, K. (2021 to 2023) Committee Member
Abbott, J. (2023 to present) Committee Member
Alpers, J. (2019 to 2023) Committee Member
Howard, J. (2020 to present) Committee Member
Mattson, R. (2020 to present) Committee Member
Meeks, A. (2023 to present) Committee Member
Miles, R. (2023 to present) Committee Member
Perry, M. (2023 to 2023) Committee Member
Pou. L. (2020 to present) Committee Member

AWARDS

Legion of Merit
Defense Meritorious Service Medal
Meritorious Service Medal (with 2 Oak Leaf Clusters)
Army Commendation Medal (with 3 Oak Leaf Clusters)
Army Achievement Medal (with 2 Oak Leaf Clusters)
Joint Meritorious Unit Award (with 1 Oak Leaf Cluster)
United States Army Parachutist Badge, 1977
United States Army Air Assault Badge, 1978
United States Army Staff Badge, 2000
Cigna Quarterly Champion Award, 2006
Alpha Society, UTC (2023)

SERVICE

Board of Directors, University of Tennessee Alumni Board, 2018-2021
Military Officers Association, 2000-Present
Military Officers Association Chattanooga Chapter Board of Directors, 2022-Present

Ashleigh Pipes, Ph.D.

ashleigh-pipes@utc.edu

EDUCATION

Ph.D. in Linguistics, Georgetown University, Washington, DC 2019

Dissertation: Examining Creativity as an Individual Difference in Second Language Production

Master of Arts in Communication, University of West Florida, Pensacola, FL 2003

Thesis: Communication and Retention in Nonprofit Membership Organizations

Bachelor of Science in Languages, *cum laude*, Georgetown University, Washington, DC 1998

Senior Honors Thesis: The Role of *Juku* in Japanese Education

TRAINING AND CERTIFICATIONS

UTC Walker Center for Teaching and Learning Faculty Fellow 2023, 2024

Applying the Quality Matters Rubric (APPQMR) Certificate 2021

UTC Disability Ambassador, Autism Ally, Safe Zone, and Global Zone Trainings 2021

Implementing Universal Design for Learning (UDL) on Canvas 2020

Vanderbilt Creating Conditions for Learning (COMP) Program 2020

University of Georgia Torrance Tests of Creative Thinking Scorer Certification 2018

Defense Intelligence Agency (DIA) Joint Military Attaché School 2014

Defense Language Institute Korean Intensive Course (16 months) 2007

Army Family Team Building Instructor Training 2006

Leaders Challenge 101 2005

4 Disciplines of Execution 2005

University of Arkansas Mid-Management Training Course 2004

Marine Corps Community Services World Class Customer Service 2004

7 Habits of Highly Effective People 2004

Marine Corps Community Services Leadership Skills for Managers Course 2003

Lifestyle, Insights, Networking, Knowledge, and Skills Mentor Training 2001

TEACHING

University of Tennessee at Chattanooga

Assistant Professor, Learning and Leadership 2024-present

Lecturer, Theatre and Speech 2021-2024

Adjunct Faculty, Honors College 2023

Adjunct Faculty, English 2019-2024

Orta Doğu Teknik Üniversitesi, Ankara, Turkey 2015-2017

Faculty of Education Instructor

Approaches to English Language Teaching (FLE 238)

Linguistics I (FLE 146)

Coastal Carolina Community College , Jacksonville, NC Communication Department Adjunct Instructor Interpersonal Communication (COM 120): <i>online and face-to-face</i> Public Speaking (COM 231) College Student Success (ACA 111)	2009-2011
University of West Florida , Pensacola, FL Department of Communication Arts Graduate Teaching Associate Business and Professional Communication (COM 4110) Basic Communication Skills (SPC 2016)	2002-2003
Hamilton County Schools , Chattanooga, TN English as a Second Language (ESL) Specialist Howard Connect Academy Hamilton County Virtual School	2019-2021

PUBLICATIONS

Pipes, A. (2023). *Researching creativity in second language acquisition*. Second Language Acquisition Research Series. Routledge.

Mackey, A., Bryfonski, L., Parlak, O., Pipes, A., Sagdic, A., & Suh, B. R. (2021). Tools to measure the effectiveness of feedback. In H. Nassaji & E. Kartchava (Eds.), *The Cambridge handbook of corrective feedback in language learning and teaching*. Cambridge University Press.

Kahraman, H., & Pipes, A. (2018). Experiences of international language teachers at a Turkish university. *Annual Review of Applied Linguistics*, 38, 209-219.

Pipes, A. (2015). Review of the book *Issues in Second Language Teaching*, by A. Benati. *Language and Education*, 29, 85-87.

CONFERENCE PRESENTATIONS

Pipes, A. (2024, May). *Embracing creativity as an individual difference in SLA*. International Association for the Psychology of Language Learning Conference. Madrid, Spain.

Pipes, A. (2021, April). Q&A Panel and *Examining creativity as an individual difference in foreign language learning*. University of Tennessee at Chattanooga ReSEARCH Dialogues. Chattanooga, TN.

Pipes, A. (2021, March). *Examining creativity as an individual difference in L2 speaking tasks*. American Association for Applied Linguistics Virtual Conference.

- Pipes, A. (2020, May). *Print my project? Broadening the community audience for student assignments*. UTC Walker Center for Teaching and Learning Instructional Excellence Virtual Conference. Chattanooga, TN.
- Pipes, A. (2017, July). *Examining cognitive creativity as an interlocutor individual difference*. Research network on interlocutor and instructor individual differences in cognition and second language acquisition symposium. International Association of Applied Linguistics World Congress. Rio de Janeiro, Brazil.
- Pipes, A. (2017, March). *When the newness wears off: Second-year foreign language education students and directed motivational currents*. Language in Focus. Famagusta, N. Cyprus.
- Pipes, A. & Kahraman, H. (2017, March). *Drops in the bucket: A case study of three foreign language teachers in Turkey*. Language in Focus. Famagusta, Northern Cyprus.
- Pipes, A. (2016, October). *The effect of learners' cognitive creativity on L2 communication strategy use*. Focus on the Learner. Konin, Poland.
- Pipes, A. (2016, August). *Cognitive creativity as an individual difference and its relationship with L2 communication strategy use*. EuroSLA 26. Jyväskylä, Finland.
- Pipes, A. (2016, March). *Motivation, anxiety, and the learning experience of first-year university students in Turkey*. Language in Focus. Istanbul, Turkey.
- Pipes, A. (2015, September). *Task-based English instruction for refugees in Turkey: Why, what, and how*. Task-based Language Teaching Conference. Leuven, Belgium.
- Mackey, A., Park, H., Akiyama, Y., & Pipes, A. (2015, March). *The role of cognitive creativity in L2 production processes*. Language in Focus. Cappadocia, Turkey.

MANAGEMENT AND ADMINISTRATION

Marine Corps Community Services , Iwakuni, Japan	2003-2005
Marketing Officer	
• Led staff of 12 employees in development and promotion of all retail, fitness, dining, and recreation programs for a population of 14,000 American and Japanese active-duty personnel, civilians, and family members aboard Marine Corps Air Station Iwakuni • Developed and led training program to prepare department heads for media interviews • Supervised sponsorship program to develop revenue from industry partners	
Jacksonville-Onslow Chamber of Commerce , Jacksonville, NC	1999-2000
Marketing Manager	
• Coordinated public relations, military affairs, marketing committee, and all publications for 650-member Chamber of Commerce	

- Collaborated with city and county governments and local businesses to establish Project CARE deployment contingency plan
- Led complete rebranding of chamber with focus on *Partnerships in Progress* theme

ACADEMIC AND COMMUNITY SERVICE

Georgetown Alumni Admissions Program Interviewer	1998-present
UTC Undergraduate Curriculum Committee Member	2023-present
UTC Honor Code Board Hearing Officer	2022-2023
UTC URaCE Search Award Proposals Reviewer	2021, 2022
UTC Honors College Research Fellows Program Mentor	2022
UTC WCTL Faculty Fellows in Course Development Dialogue Partner	2022
UTC Reimagining General Education Writing and Communication Working Group	2021-2022
UTC Undergraduate Research and Creative Endeavor Mentor	2020-2021
Georgetown Linguistics Research Apprenticeship Program Mentor	2018-2019
Capitol Hill Good Neighbor Resettlement Project Teacher Trainer	2018-2019
KADER/JRS Teacher Trainer (Vatican Embassy, Ankara, Turkey)	2014-2015

INVITED TALKS AND WORKSHOPS

<i>Task-based Language Teaching and the Role of Creativity</i> GU Startalk: Task-based Training for Critical Language Teachers Georgetown University Department of Linguistics	2023
<i>Creativity and ESL: What We Know, What We Don't, and What We Can Do About It</i> Torrance Center for Creativity and Talent Development Summer Institute University of Georgia, Athens, GA	2023
<i>Creating and Delivering Effective and Inclusive Presentations</i> UTC College of Engineering and Computer Science, Chattanooga, TN	2021
<i>Second Language Acquisition for Defense Attaché System Families</i> Joint Military Attaché School, Washington, DC	2014

GRANTS AND AWARDS

UTC Faculty Grant/CAS Travel Grant Grant for travel to lead creativity and language learning workshop at the International Association for the Psychology of Language Learning Conference	2024
UTC Faculty Grant Grant for professional indexing of <i>Researching Creativity in Second Language Acquisition</i>	2021
UTC Walker Center for Teaching and Learning Classroom Mini-Grant "Making Hypothetical Audiences Real" grant for printing student multimodal projects	2019

American Association for the Advancement of Science (AAAS) AAAS Section on Linguistics and Language Sciences Annual Meeting grant	2019
Georgetown University GradGov Research Project Award Grant to attend the University of Georgia Torrance Center for Creativity and Talent Development TTCT Scoring Workshop	2018
Orta Doğu Teknik Üniversitesi <i>Bilimsel Arastırma Projeleri</i> Scientific research project grant to conduct and present research on creativity as an individual difference in second language acquisition	2017
Defense Language Institute Dean's Special Award For outstanding performance in the Sixth Annual Korean Speech Contest	2007
Korean Consul General's Award For outstanding completion of Defense Language Institute Korean Intensive Course	2007
University of West Florida Outstanding Graduate Student Award	2003

LANGUAGES (highest levels achieved prior to attrition)

French (intermediate speaking, advanced reading)
Japanese (advanced speaking, intermediate reading)
Korean (intermediate speaking, advanced reading)
Turkish (intermediate speaking, intermediate reading)

David W. Rausch, PhD, MBA
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Chattanooga, TN 37405
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EDUCATION

Ph.D., Leadership, Andrews University, Berrien Springs, Michigan, 2007
Dissertation: *Demonstrating (Assessing) Experiential Learning at the Graduate Level Using Portfolio Development and Critical Reflection*

M.B.A., Samford University, Birmingham, Alabama, 1995

Undergraduate Studies, University of Alabama; Tuscaloosa, Alabama

Post-Doc Graduate Certificate (Educational Technology), Michigan State University, 2009

Certificate Academic Leadership Academy, Pennsylvania State, June 2022

Certificate Institute for Emerging Leadership in Online Learning, Pennsylvania State, July-November 2017

Certified EQ-I 2.0 & EQ 360 Certification (MHS) 2023

Certified Society for Human Resource Management Certified Professional (SHRM-CP) 2022

Certified Council for Adult and Experiential Learning (CAEL) – Assessing Prior Learning 2021

Certified Quality Matters Master Reviewer – Quality Matters, 2018; Re-certified 2019

Certified Quality Matters Peer Reviewer – Quality Matters, 2016

Certified ANGEL Instructor – Macomb Community College 2007

Certified Blackboard Instructor – Davenport University 2003

Certified WebCT Instructor – Andrews University 2002

WORK EXPERIENCE

August 2009 – Present

University of Tennessee at Chattanooga (UTC)

Chattanooga, TN

Associate Dean for the College of Health, Education, and Professional Studies
(3/18 – present)

Works with dean and all department heads on college-wide alignment and integration of UTC's strategic initiatives and goals. Responsible for administrative and academic processes including online and hybrid learning initiatives, faculty load-modeling, space utilization and optimization, new and modified program planning, and ongoing assessment strategies. Additionally, responsible for college-level tenure and promotion committee and process; representing the college for recruitment and orientation; researching, identifying, developing, and implementing professional development opportunities for college faculty and department heads; and providing mentorship for department head development.

Director & Professor – Doctoral Program in Learning and Leadership (*promoted to Professor Summer 2015, Tenure earned Summer 2013*)
(8/10 – 08/15, 03/2018 – present)

Lead curriculum, course, and ongoing doctoral program development, recruit and facilitate the admission of students, and mentor students. Develop and manage the budget, promote scholarship, program design, development and administration. Support program participants as they work to meet specific program objectives and outcomes. Responsible for course repurposing and design along with teaching doctoral level courses and serving on admissions and dissertation committees. Responsibilities include the selection of full-time, visiting, and adjunct faculty.

Senior Associate Vice Chancellor for Strategy & Planning and Vice Provost for Academic Affairs

(5/16 – 2/18)

Works with senior administration to support university-wide alignment and integration of UTC's strategic initiatives and goals, encompassing all areas of the university. This role provides oversight and support for faculty load and scholarship data and assessment; data- and learning-analytics and decision-making for the academic process; assessment and alignment processes for colleges, departments, and academic programs. Provide leadership for Academic Affairs units, including international programs, professional education, institutional planning and research, and center for teacher and learning; and serve as designee for committees, initiatives, and other projects throughout the university on behalf of the Provost.

Associate Provost for Learning Outcomes, Assessment, and Accreditation

(8/13 – 4/16)

Responsible for providing support and leadership for developing, implementing, and assessing student learning outcomes at the course, program, and campus levels, in order to foster academic excellence, advance institutional effectiveness, and ensure compliance with university and accreditation policies. Unit responsibilities include: Office of Planning, Evaluation, and Institutional Research; Center for Teaching and Learning; and the Center for Academic and Innovative Teaching. Serve as university SACSCOC liaison.

SACSCOC Liaison

(1/14 – 12/16)

Responsible for ensuring that compliance with accreditation requirements incorporated into planning and evaluation process, notifying the commission of substantive changes and program development, familiarizing faculty and staff with commission accreditation policies and procedures, coordinating preparation of annual profiles and other reports, and maintaining all accreditation materials.

Director – School of Professional Studies

(7/15 – 10/17)

Leadership of six academic units with both undergraduate and graduate degree programs. Develop and manage the budget, promote scholarship, program design, development and administration. Responsibilities include contribution to the selection of full-time, visiting, and adjunct faculty for the program, as well as academic scheduling, curriculum development and approval, and assessment processes for students, faculty, and staff.

Director - Kingsport Initiative & Visiting Associate Professor

(8/09 - 8/10)

Created and directed the Kingsport Initiative (KI). The KI is a partnership with UTC and the Kingsport Center for Higher Education in Kingsport, TN offering a doctoral program in Learning and Leadership. Specific duties included program design, development and administration. Served as the primary doctoral student program advisor, and supported program participants as they worked to meet specific program objectives and outcomes. This program is delivered in a hybrid/blended format. Served by course repurposing and course design along with teaching doctoral level courses and serving on admissions and dissertation committees. Responsibilities included the selection of adjunct faculty for the program.

August 2010 – May 2017

Northwood University – Richard DeVos Graduate School of Management

Midland, MI

Associate Professor (Non-tenure contract appointment)

(08/10 – 05/17)

Teaching business courses including strategy, marketing, and critical thinking.

Associate Dean

(02/12 – 07/13)

Responsible for development, HLC approval, and implementation of the Master of Science in Organizational Leadership (MSOL) degree. Faculty member for MSOL and MBA programs.

December 2007 – July 2009

Macomb Community College

Warren, MI

Director - Center for Teaching and Learning (CTL)

(12/08- 8/09)

Led the CTL which is responsible for Academic Development, Evaluation, Assessment, Curriculum Development, Instructional Development Support, and Online Learning. With an annual budget in excess of \$2 million, led a team of instructional designers, instructional technologists and various training and professional development staff in support of the 235 full-time and 600+ adjunct faculty at Macomb Community College, a college with enrollment of over 24,000 students per semester. Responsibilities included the Faculty Academy for new faculty members as well as developing and delivering the Macomb Online Instructional Training Course (MOITC) required of all faculty members (full-time and adjunct) before teaching online courses.

Associate Dean - Learning Outreach *(12/07-12/08) (contract position)*

Responsibilities included leading the ongoing implementation of the ANGEL learning management system software and all associated support processes. Redesigned and implemented an updated course repurposing process. Led and redesigned service support and training with the Director of Training. Supported and assisted faculty and divisional administrators in the Learning Unit to increase the quantity and quality of online course offerings. Used the Institutional Information System to examine and analyze enrollment

trends, student retention, and degrees granted as a way to identify opportunities to enhance student success.

February 2004 – December 2007

The Austin Winslow Group (AWG)

Boyne City, MI

Managing Director

As Managing Director, responsibilities included all aspects of firm management and client service. AWG provides leadership and management services including, strategic and organizational assessment, custom training, executive coaching, and research to businesses and individuals. Clients include Michigan community colleges and universities, medical practices, advertising agencies, manufacturing companies, regional financial institutions and non-profit organization clients.

January 2003 – January 2004

Davenport University

Traverse City, MI

Academic Dean - Bay City, Flint, Saginaw and Northern Michigan

Served as Chief Academic Officer for the campuses; duties included the direction and implementation of all undergraduate and graduate programs. Responsibilities included faculty development and direct supervision of faculty department coordinators. The Saginaw, Bay City and Flint campus sites were added to my responsibility in July 2003. We initiated using standardized syllabi to increase consistency and quality. We created and implemented a number of adjunct faculty assessment centers. Continued teaching during this time and found that I was a much better academic administrator because of my classroom (or virtual classroom) involvement.

November 2001 – December 2003

The Austin Winslow Group (AWG)

Boyne City, MI

Managing Director

As Managing Director, responsibilities included all aspects of firm management and client service. AWG provides leadership and management services including, strategic and organizational assessment, custom training, executive coaching, and research to businesses and individuals. Clients: Community colleges, medical practices, advertising agencies, manufacturing companies, financial institutions and non-profit clients.

April 1999 – October 2001

Supply North Central Group Inc.

Ann Arbor, MI

Director/Chief Learning Officer (9/00-10/01) President/CEO (8/99-9/00)

Vice President (4/99-8/99)

Co-founder and senior executive officer of holding company created to consolidate small to medium PHCP (plumbing, heating, cooling and piping) wholesale distribution

companies. Responsibilities included development of organization-wide training, skill assessments and individual learning plans (over 140 associates). Annual revenues exceeded \$50 million. Developed merger and acquisition deal that formed SNCG.

October 1997 – April 1999

E & J Supply Inc.

Traverse City, MI

President & CEO (7/98-7/99) Vice President (10/97-7/98)

Responsibilities included the development and implementation of a strategic and tactical plan to continue profitable operation of a small (\$6 million annual revenue) PHCP wholesale distribution company.

July 1997 – July 1998

NMG Consultants & Actuaries Ltd.

Singapore and South Africa

Director - Financial Services Practice

As Director, duties included working with various clients in a senior-consulting role as Project Director for various teams on behalf of the firm. Projects included clients in Singapore, South Africa, Japan, USA, UK, Philippines, Indonesia, Thailand, and Hong Kong. Specific engagements included developing and implementing entry strategies for foreign firms to gain access to regional and local financial service markets. Deliverables included strategic, tactical and management recommendations as well as detailed financial business cases and training.

January 1996 – July 1997

Protective Life Corporation

Birmingham, AL

Managing Director - Asian Development (7/96 – 7/97) Senior Strategic Consultant (1/96- 7/96)

As senior officer in Asia, responsibilities included creation and development of all emerging opportunities in the region. Duties included providing strategic consultancy for existing initiatives in Indonesia, Philippines and Thailand while creating new businesses through acquisition and joint ventures throughout the whole of Asia.

January 1995 – April 1996

Samford University – School of Business

Birmingham, AL

Instructor / Lecturer & Director of Executive Education

The scope of this position included responsibility for development and implementation of custom and open enrollment corporate training and executive education programs. Additional duties included teaching various business courses including management, marketing, economics and finance. As Director, performed consulting service and support outside the University in strategic

planning, market research, competitor intelligence and analysis, distribution system analysis and strategic business unit development for corporate clients.

November 1993 – November 1994

SlaughterHanson Advertising

Birmingham, AL

Managing Director - Marketing

Responsibilities included the development and implementation of marketing strategy for prospective and existing clients as well as all new business activity. Projects included: company/brand introduction, brand identity makeovers, market segmentation analysis, and distribution system strategy. Client types: large commercial banks, life insurers, health care real estate investment trust, commercial real estate leasing, athletic footwear manufacturer and electronics retailer.

June 1988 – November 1993

Protective Life Corporation (PLC)

Birmingham, AL

President & CEO - Protective Equity Services (PES) (11/92-11/93)

Vice President – Corporate Marketing - PLC (11/92-11/93)

As president of PES, duties included: leadership and supervision of 600 registered/securities licensed representatives located throughout the U.S. Negotiated and implemented multiple mutual fund product offerings. A key accomplishment was developing a joint venture with Goldman Sachs for variable insurance products. PLC corporate marketing responsibilities included: national advertising and image awareness campaigns for agents and consumers as well as creation of emerging market opportunities both foreign and domestic through acquisition and internal development.

President - Protective Equity Services (PES) (11/90-11/92)

VP / Investment Products - PLC (11/90-11/92)

Directed management and administration of Broker / Dealer (400+ registered reps), and responsible for all company proprietary investment products. Duties included interest rate setting for investment products following internal asset / liability matching guidelines. A major accomplishment included creating and implemented new clearing Broker / Dealer contracts with a subsidiary of Fidelity Investments for national trading services and over 650 different investment funds for sales through our field force. Another success milestone was the development, training and implementing of procedures for doing business as an SEC registered investment advisory.

National Director/Investment Products - PLC (11/89-11/90)

Due Diligence Officer - PES (11/89-11/90)

Created and implemented a new investment product (ProSaver MGA). The product was the company's first SEC registered product and sales exceeded \$800 million. It was developed based on research and analysis performed using techniques such as focus groups, telephone surveying, and field trials. Prepared all training and marketing material for investment products. This position's responsibility included the role of senior securities principal.

Director of Marketing / Financial Institutions - PLC (6/88-11/89)

Organized and implemented a new, nationwide distribution strategy to sell investment and insurance products using Commercial and Savings banks as the distribution channel. Responsibilities included all product development, design and packaging within the organizations. Developed training curriculum and personally conducted training activities.

January 1988 - June 1988

Seafirst Bank / Safeco Insurance (Joint Venture)

Seattle, WA

Vice President / Director of Annuity Marketing

Position mandate was to create a joint venture between a large commercial bank and life insurer to distribute annuity products through the bank's 180-branch system. Responsibilities included recruiting, hiring and training of all branch sales personnel. Project went from an agreement on paper to an up-and-running, profitable sales program in 90 days.

December 1983 - January 1988

Olympic Savings Bank

Seattle, WA

Vice President/Marketing & Sales (12/85-01/88)

Vice President/Investment Sales (12/84 – 01/88)

Duties included coordination of all sales and marketing activity throughout the bank's branch system. Managed all branch sales personnel and was accountable for all market planning and expenditures. Responsible for the bank's wholly owned Broker / Dealer subsidiary including all hiring, training and compliance management.

Assistant Vice President / Sales & Marketing (12/83-12/85)

Responsibilities included all training and product sales in a multiple branch region using a circuit rider approach. This region was the top performer within the bank's system for my entire tenure.

December 1982 – December 1983

Cosse International Securities

Seattle, WA

Investment Program Specialist

June 1978 - September 1982

United States Navy

Various duty stations worldwide

E-5 Non-commissioned officer

INSTRUCTIONAL EXPERIENCE

2009 to Present

University of Tennessee – Chattanooga

Chattanooga, TN

Professor & Director - Doctoral program in Leadership & Leadership

USTU 1250 First year studies: The UTC Experience

LEAP 3010 Practice of Applied Leadership

LEAP 3030 Leadership and Diverse Multicultural Organizations

LEAP 4040 Outcomes Measurement for Decision-Making

LEAP 4050 Global Perspectives of Leadership

LEAD 7050 Leadership: Learning and Instructional Practice

LEAD 7410 Learning Outcomes: Alignment and Analysis

LEAD 7450 Reflective Practices and Competency Development

LEAD 7010 Learning and Leadership: Theory to Practice

LEAD 7110 Organizational Development & Policy

LEAD 7250 Organization Theory: A Basis for Transformation

LEAD 7200 Ethics in Leadership

LEAD 7100 Leadership Perspectives & Reform

LEAD 7400 Human Learning Theory

LEAD 7150 Diffusion of Innovation and Technology

LEAD 7370 Qualitative Research Design

LEAD 7810 Cognitive Aspects of Decision Making

LEAD 7820 Data-Informed Aspects of Decision Making

LEAD 7830 Higher Education Administration and Leadership

LEAD 7840 Higher Education Strategy and Decision-Making

LEAD 7991 Leadership Gender and Diversity

LEAD 7995 Comprehensive Assessment Continuance

LEAD 7997 Individual Studies

LEAD 7999 Dissertation

2010 to Present

Northwood University

Midland, MI

Associate Professor – Contract Faculty

AM 3850 Leadership – Vision, Planning, and Implementation

MBA 612 Leadership I

MBA 622 Critical Thinking, Reasoning, & Analysis I

MBA 652 Satisfying Customers I

MBA 654 Satisfying Customers II

MBA 664 Corporate Strategy

MGT 3850 Leadership – Analysis, Practice, and Application

LEAD 6050 Organizational Leadership

LEAD 6450 Organizational Culture and Systems

LEAD 6500 Organizational Strategy

2007 to 2010

Macomb Community College

Warren, MI

Director - Center for Teaching and Learning & Instructor – Adjunct Faculty

MOITC – Macomb Online Instructor Training Certification course

BUSN 1010 – Business Enterprise

BUSN 2060 – Corporate Responsibility & Ethics

2000 to 2011

Davenport University

Grand Rapids, MI

Instructor – Course Developer

MKTG 316 Sales Management

MKTG 365 Research and Analysis

MGMT 331 Small Business Mgmt

MGMT 400 Leadership Effectiveness

MGMT 485 Business Policy & Strategy

CAPS 799 Capstone Experience

MGMT 635 Leadership Development & Comm.

MGMT 645 Organization Behavior & Diversity

MGMT 710 Visionary Leadership

MGMT 725 Strategy & Leadership

2002 to 2006

University of Santo Amaro (UNISA)

São Paulo, Brazil

Visiting Instructor – Course Developer

LEAD 610 - Philosophy of Leadership

LEAD 630 - Leadership Theory

2000 to 2003

Spring Arbor University

Spring Arbor, MI

Instructor – Course Developer

BUS 402 Principles of Leadership

ORM 604 Org. Dev. & Theory

BUS 432 Human Resource Management

ORM 634 Organizational Behavior

PSY 310 Adult Development

ORM 609 Leadership

ORM 634 Organizational Behavior

PSY 310 Adult Development

ORM 609 Leadership

1999 – 2002

Northwestern Michigan College

Traverse City, MI

Instructor – M-TEC

Training Leadership Skills

Facilitator Skills

Train-the-Trainer

Listening & Feedback Skills

1994 to 1996

Samford University

Birmingham, AL

Instructor / Lecturer

BUSA 321 Financial Management

ECON 201 Macroeconomics

BUSA 400 Managerial Values

ECON 202 Microeconomics

PUBLICATIONS (in descending date order)

- Crawford, E. & Rausch, D. (2023). Contemporary Learners: Ensuring Success in the Virtual Classroom for an Applied Leadership Bachelors Degree. In *EdMedia + Innovate Learning 2023 – Online November 1, 2022*, 585-589.
- Rausch, D. & Crawford, E. (2022). Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program. In *EdMedia + Innovate Learning Online 2022 – Online November 1, 2022*, 104-107.
- Crawford, E. & Rausch, D. (2022). LEAP forward for success: An online bachelor's degree tailored for adult learners. In *World Conference on Educational Multimedia, Hypermedia and Telecommunications June 20, 2022*, 1096-1101.
- Bruce, S., Crawford, E., Wilkerson, G., Dale, R., Harris, M., & Rausch, D. (2019). Prediction modeling for Board of Certification exam success for a professional master's athletic training program. *Journal of Sports Medicine and Allied Health Sciences: Official Journal of the Ohio Athletic Trainers Association* DOI: 10.25035/jsmahs.05.02.08
- Rutledge, V., Crawford, E., Ford, D., & Rausch, D. (2018). Preparing Faculty for Successful Instruction in Today's Classroom. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2018(1)*, 317-322.
- Crawford, E., & Rausch, D. (2018). Enhancing Student Learning Outcomes and Assessment through Alignment and LMS Delivery. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2018(1)*, 160-164.
- Crawford, E., & Rausch, D. (2017). Hybrid Delivery Classroom Model: Revised and re-aligned for enhanced student learning success. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2017(1)*, 320-325.
- Bruce, S. L., Crawford, E., Wilkerson, G. B., Rausch, D., Dale, R. B., & Harris, M. (2016). Prediction Modeling for Academic Success in Professional Master's Athletic Training Programs. *Athletic Training Education Journal*, 11(4), 194-207.

- Crawford, E., & Rausch, D. (2016). Authentic Assessment of Competency Demonstration Using Digital Artifacts, Documentation, and Portfolios. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016*(1), 102-108.
- Rausch, D. and Crawford, E. (2015). Leadership principles. In O'Brien, E. & Hauser, M. (Ed.), *Supervision and Agency Management for Counselors*. New York, NY: Springer Publishing Company.
- Crawford, E. & Rausch, D. (2015). Student Learning Outcomes and Rubric Application in the LMS: Graduate Culminating Projects (theses, dissertations, and more). In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015*(1), 181-186.
- Ainsworth, A.J. & Rausch, D. (2014). Even if It's Not Broken, It Can Still Be Improved: Reorganizing for Effective Alignment. *Academic Leader: The Newsletter for Academic Deans and Department Chairs* 30(8), 5, 7.
- Crawford, E., & Rausch, D. (2014). An authentic assessment method for demonstrating competency domains in a Learning and Leadership Doctoral Program. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014*(1), 435-440.
- Harris, C. S., & Rausch, D. W. (2013). Leveraging Learning Theory and Learning Management Systems in Higher Education: The Critical Role of Instructor Facilitation. In Y. Kats (Ed.), *Learning Management Systems and Instructional Design: Best Practices in Online Education* (pp. 248-262). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-3930-0.ch013.
- Rausch, D. & Crawford, E. (2013). Demonstrable competence: An assessment method for competency domains in Learning and Leadership Doctoral Program. In *Proceedings of International Conference on Cognition and Exploratory Learning in Digital Age 2013* (398-402).
- Rausch, D., & Crawford, E. (2013). Hybrid delivery classroom: A model designed to maximize the blending of technology and face to face instruction. In *Society for Information Technology & Teacher Education International Conference 2013*(1), 972-977.
- Rausch, D., & Crawford, E. (2013). Implementing the hybrid delivery classroom: A model for hybrid-blended learning. In *World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013* (1), 915-921.
- Rausch, D. & Crawford, E. (2013). Working together works: Partnering for progress 2012 CUMU National Conference in Chattanooga (Journal Issue Overview – Guest Editor). *Metropolitan Universities Journal*, 24(1), 5-10.
- Rausch, D. & Crawford, E. (2012). Building the future with cohorts: Communities of inquiry. *Metropolitan Universities Journal*. 23(1). 79-89.
- Rausch, D. W., & Crawford, E. K. (2012). Cohorts, communities of inquiry, and course delivery methods: UTC best practices in learning—The Hybrid Learning Community Model. *The Journal of Continuing Higher Education*, 60(3), 175-180.
- Rausch, D. & Crawford, E. (2012). Hybrid learning model: Best practice in doctoral level learning. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2012* (1). 102-108.
- Rausch, D., Cooper, E., & Tucker, J. (2010). Book Review: The man nobody knows. *The Journal of Applied Christian Leadership*, 4(2), 70-73.
- Rausch, D. & Tucker, J. (2005) *Liderar E Aprender Sempre*, Liderança uma Questão de Competencia. São Paulo: Saravia.
- Rausch, D. (2003) *Reflective learning of leadership and embarking on a shared journey*. Journal of the Center for Inter-institutional Studies in Education Sciences, 5(1), 27-31.
- Rausch, D. (1993 May) *Mutual funds and annuities*, New Choices.
- Rausch, D. (1992 February) *Ask the right questions*, Bank Investment.

Rausch, D. & Gaulke, J. (1987) *Developing and marketing new financial services: tax advantaged products*. Federal Home Loan Bank Board.

Contributor

Investment Advisor magazine 1990-1991

National Underwriter magazine 1990

Banks in Insurance report 1990-1991

PRESENTATIONS & PAPERS

- Rausch, D., Crawford, E., & Browne, J. (2024 February 27). Lessons learned for helping adults access a degree: Contemporary Learners in 2024. Paper given at the ACHE South Conference, Gulfport MS.
- Crawford, E., Rausch, D., & Williamson, C. (2023 December 4). Helping Contemporary Learners Move Forward by Opening Doors to Degree Completion. Paper given at SACSCOC Annual Conference, 2023. Orlando, FL.
- Crawford E. & Rausch, D. (2023 October 17). Ensuring Success for Contemporary Learners in an Online Applied Leadership Program. Paper given at the ACHE 85th Annual Conference, Charleston, SC.
- Crawford, E. & Rausch, D. (2023, July 11). Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program. Paper given at the EdMedia + Innovate Learning 2023 Conference, Vienna, Austria.
- Rausch, D. & Crawford, E. (2022, November 1). *Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program*. Paper given at the EdMedia + Innovate Learning Online 2022 – Online.
- Rausch, D. & Crawford E. (2022 October 24). *LEAP forward for success: An online bachelor's degree tailored for adult learners*. Paper given at the ACHE 84th Annual Conference, New Orleans, LA.
- Rausch, D., Crawford, E., (2022 June 21). *LEAP forward for success: An online bachelor's degree tailored for adult learners*. Paper given at the EdMedia World Conference on Educational Media & Technology, New York, NY.
- Rausch, D. (2022 April 26-28 – invited). Tennessee Government Professionals Institute (TGPI) presentation – Professional Courage with Innovation. University of Tennessee Martin, Martin, TN.
- Rausch, D. & Crawford, E. (2021 November 4) Redefining Hybrid – Taking Learning Experiences Beyond In Person and Online via the Virtual Classroom. Paper given at QM Connect Conference, Virtual.
- Rausch, D. (2021 March 25 – invited). Adopting Inclusive Leadership Behaviors. University of Tennessee Leadership Institute, Virtual.
- Crawford, E. & Rausch, D. (2020 October 22-28). Multi-Focal Rubric Development: Bringing the Big Picture through Multiple Viewpoints. Paper given at QM Connect Conference, Virtual.
- Rausch, D., & Crawford, E. (2020 June 3-24, July 8-29 – Invited). Hybrid Course Design and Delivery. Faculty training cohorts for the University of Tennessee at Chattanooga Walker Center for Teaching and Learning. Chattanooga, TN.
- Rausch, D., & Crawford, E. (2019 October 13-14). Creating a positive path for women in leadership and success. Paper given at Women in Educational Leadership Conference, Lincoln, NE.

- Rausch, D.; Patience, R. (2018 October 31) *Confronting the Cultural Roadblocks to a Data-Informed Culture: Data Literacy and Data Denial*. Presentation given for the EDUCAUSE 2018 Annual Conference, Denver, CO.
- Bruick, T., Litscher, K., & Rausch, D. (2018 July 20). *Using Technology to Predict and Increase Student Success*. Presentation given at the National Conference of Academic Deans (NCAD) 2018 Annual Conference, University of Central Arkansas, AR.
- Lewis, E., & Rausch, D. (2018 February 14-16). *General Education Reform Through a Data-Informed Design Thinking Approach*. Presentation given at the AAC&U 2018 General Education and Assessment Conference, Philadelphia, PA.
- Rausch, D. (2018 February 7-10). *Shared Vision, Shared Data, and Shared Governance*. Presentation given at the AASCU 2018 Academic Affairs Winter Meeting, San Antonio, TX.
- Ford, D., Rausch, D., & Crawford, E., (2017 December 2-5). *Quality Matters: Course Design for Student Learning and Success*. Paper given at the SACSCOC Annual Meeting. Dallas, TX.
- Ainsworth, A., Rausch, D., Freeman, Y., Lewis, E., (2017 February 2-4). *Transforming Academic Culture*. Presentation given at the AASCU 2017 Academic Affairs Winter Meeting, San Diego, CA.
- Rausch, D., Crawford, E., (2015 December 5-8). *Assessment and evaluation of Dissertations and Theses: SLOs and Rubric Application*. Paper given at the SACSCOC Annual Meeting. Houston, TX.
- Rausch, D., Crawford, E., (2014 December 6-9). *Assessment of Graduate Program Culminating Projects: Utilizing the Learning Management System for Organized Frameworks*. Paper given at the SACSCOC Annual Meeting. Nashville, TN.
- Rausch, D. (2014 November 14). *Leadership as a process - how to utilize a "we" not "me" approach*. Presentation given at TN CUPA-HR Chapter Fall Conference.
- Crawford, E., Rausch, D. (2014 October 27-30). *An Authentic Assessment Method for Demonstrating Competency Domains in a Learning and Leadership Doctoral Program*. Paper given at the E-Learn 2014--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education.
- O'Brien, E., McDonald, S., Bailey, A., Crawford, E., Harvey, J., Rausch, D., & Rutledge, V. (2014 October 5-7). *Facilitating students' career development through community engagement and placements*. Paper given (roundtable format) at Coalition of Metropolitan Colleges and Universities conference, Syracuse, NY.
- Crawford, E., Rausch, D. (2014 July 8-9). *Dissertations, theses, and major projects: Using LMS to maintain and assess SLOs*. Paper given at the Sloan-C 11th Annual Blended Learning Conference & Workshop.
- Crawford, E. & Rausch, D. (2014, March 21). *Structured course framework for dissertations and more: Utilizing LMS to achieve success*. Poster presentation given at UTC Research Day, Chattanooga, TN.
- Rausch, D., Crawford, E., (2013 October 22-24). *Demonstrable Competence: An assessment method for competency domains in Learning and Leadership Doctoral Program*. Paper given at the Cognition and Exploratory Learning in Digital Age conference.
- Rausch, D., Crawford, E., (2013 June 27). *Implementing The Hybrid Delivery Classroom: A Model for Hybrid - Blended Learning*. Paper given at the EdMedia World Conference on Educational Media & Technology.
- Rausch, D., Crawford, E., (2013 April 9-11). *Demonstrable Competence: Taking Evidence Based Learning to the Next Level*. Paper given at the Sloan-C 6th Annual International Symposium on Emerging Technologies for Online Learning.
- Crawford, E. & Rausch, D. (2013 April 2). *Hybrid delivery classroom best practices*. Poster presentation given at UTC Research Day, Chattanooga, TN.

- Rausch, D., Crawford, E., (2013 March 27). *Hybrid Delivery Classroom: A model designed to maximize the blending of technology and face to face instruction*. Poster presentation and demonstration given at the Society for Information Technology and Teacher Education 2013 conference.
- Rausch, D., Crawford, E., (2012 October 14). *Best practice in doctoral level learning: Hybrid learning at UTC*. Poster presentation given at Coalition of Metropolitan Colleges and Universities national conference.
- Rausch, D., Crawford, E., (2012 October 9-12). *Hybrid Learning Model: Best Practice in Doctoral Level Learning*. Given at E-Learn 2012 – World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education.
- Rausch, D., Dodd, E., (2012 January 5). *Cohorts, Communities of Inquiry, Course Delivery Methods: UTC Best Practices in Learning – Hybrid Learning Community Model*. Presentation given at Academic and Business Research Institute International Conference.
- Rausch, D., Dodd, E., Rutledge, V., (2011 October 10). *Building the Future with Cohorts: Communities of Inquiry*. Presentation given at Coalition of Metropolitan Colleges and Universities national conference.
- Rausch, D., Tucker, J. (2008 July 21). *Excellence in Reflection, Writing Reflections*. Presentation given at Leadership Roundtable 2008, Andrews University.
- Rausch, D. (2009 February 22) *Supporting Faculty with Virtual Classroom Instruction*. Presentation given at E-learning 2009 of the Instructional Technology Council in Portland, OR.
- Rausch, D., Stehouwer K. (2001 May 16) *Leadership & Health Information Challenges in the New Millennium* Presentation given at 2001 annual conference of Michigan Health Information Managers Association in Midland, MI.

Conferences

- Rausch, D. (2021 12/3-7) SACSCOC Annual Conference, Virtual
- Rausch D. (2021 11/16-19) CAEL Conference, San Diego, CA
- Rausch D. (2019 11/4-6) EAB Connected, Washington, DC
- Rausch, D. (2018 10/3-5) EAB Connected, Washington, DC
- Rausch, D. (2018 3/4-6) CUPA-HR Higher Education Symposium, Charleston, SC
- Rausch, D. (2017 10/16-17) EAB APS Summit, Washington, DC
- Rausch, D. (2017 10/4-6) EAB Connected, Washington, DC
- Rausch, D. (2017 8/7-9) IELOL Immersion, State College, PA
- Rausch, D. (2016 12/3-6) SACSCOC Annual Conference in Atlanta, GA
- Rausch, D. (2016 11/1-2) EAB Connected, Washington, DC
- Rausch, D. (2016 10/27-30) Institute on Teaching and Mentoring, Tampa, FL
- Rausch, D. (2016 10/11-12) EAB APS Summit, Washington, DC
- Rausch, D. (2016 7/17-20) SACSCOC Institute on Quality Enhancement and Accreditation, Dallas, TX
- Rausch, D. (2015 December 5-8) SACSCOC Annual Conference in Houston, TX
- Rausch, D. (2015 October 27-28) EAB Student Success Collaborative Summit, Washington, DC
- Rausch, D. (2015 July 19-22) SACSCOC Institute on Quality Enhancement and Accreditation, Kissimmee, FL
- Rausch, D. (2014 November 6-7) University of Michigan Campus Climate Meeting, Ann Arbor, MI
- Rausch, D. (2014 November 3-4) EAB Student Success Collaborative Summit, Washington, DC

Rausch, D. (2014 July 20-23) SACSCOC Institute on Quality Enhancement and Accreditation, New Orleans, LA
 Rausch, D. (2014 February 26) Tennessee College Association Annual Meeting, Nashville, TN
 Rausch, D. (2014 February 27) Complete College Tennessee Governor's Symposium, Nashville, TN
 Rausch, D. (2013 December 7-10) SACSCOC Annual Conference in Atlanta, GA
 Rausch, D. (2013 October 23-25) Applied Computing 2013 in Ft. Worth, TX.
 Rausch, D. (2001 November 18, 19, 20) Miami University, 21st Annual Lilly Conference on College Teaching in Oxford, OH.
 Rausch, D. (2000 December 1-2) The Art and Craft of Discussion Leadership. Harvard Business School seminar in Cambridge, MA.

ACADEMIC COMMITTEE & PROJECT ASSIGNMENTS

UTC

Academic Affairs Technology Committee (2013 – 2018)
 Administrative Council (2013, 2014)
 Class Size committee (ad hoc)
 Complete College Task Force Co-Chair (2013)
 CHEPS Department Heads (2018 – Present)
 CHEPS PTR Committee, Chair (2019 – Present)
 CHEPS RTP Committee, Chair (2019 – Present)
 Dean's Council (2016 – 2017)
 Distance Learning Advisory Council (2012 – 2013)
 Education Advisory Board Student Success Collaborative Leadership Team (2014 – present)
 Curriculum Mapping Project Chair (2013 – 2017)
 Graduate Council Member (2009, 2010, 2011, 2012)
 Graduate Council Best Practices Chair (2012 – 2013)
 Graduate Council Curriculum Committee Chair (2011)
 Graduate Council Strategic Planning Task Force Chair (2012 – 2013)
 Graduate Council Dissertation & Thesis Standards Sub-Committee Chair (2010)
 Institutional Assessment and Effectiveness Committee (2015 – 2017, Chair)
 Learning and Leadership / SOE Faculty Search Committees (2010-present)
 NCATE Research and Assessment Committee (2012)
 Non-Tenure Track Faculty Task Force (2018-2019) Online Task Force (2013)
 Provost's Council (2013 – 2017)
 State of Tennessee (ROCC) Curriculum Committee (2015 – 2017)
 SACSCOC Accreditation Quality Enhancement Plan Committee (2009, 2010, 2011)
 SACSCOC Liaison (2013-2016)
 SACSCOC Reaffirmation Leadership Committee (2021 – Present)
 School of Education Technology Committee (2010, 2011, 2012, 2013, 2014)
 Strategic Planning Committee (2024-Present)
 Technology Advisory Council (2016 – 2017, Co-Chair)
 University Faculty Senate (2011, 2012)
 University-wide planning committee for the planning of the Coalition of Urban and Metropolitan-Engaged Universities (CUMU) national conference held in Chattanooga in 2012 (Program Committee, Awards Committee (Chair), Logistics Committee)

University Planning and Resources Advisory Council (2014-2017)
Vision 2015 – Achieving Excellence: Organizational Appraisal Committee (2014-2015)

Other academic organizations

EAB Academic Performance Solutions Program Advisory Council (2018 to 2019)
EAB Student Success Innovation Council (2017 to 2019)
Graduate Council Academic Diversity Sub-Committee Member – (Macomb College 2008)
Graduate Online Teaching Academic Committee – (Davenport University 2004)
Online Instructor Training Committee Chair – (Macomb College 2007)
MBA Capstone Design and Assessment Committee Chair – (Davenport University 2004)
Graduate Council Member - (Davenport University 2003)

Grants

Institutional Outcome Improvement Grant (The Summer Success Experience: Supporting the Progression of Low-Income Students), State of Tennessee, Tennessee Higher Education Commission (THEC), \$ 151,998.72 (7/1/2016 – 6/30/2018).
Course Redesign Project, UC Foundation, \$40,000 (7/1/2015 – 6/30/2016).
Ready to Reconnect Grant (Reconnecting with UTC Adult Learners through Outreach Project), State of Tennessee, Tennessee Higher Education Commission (THEC), \$ 50,000 (9/1/2015 – 8/30/2016).

PROFESSIONAL MEMBERSHIPS

Society for Human Resources Management (SHRM) – Executive Member
Council for Adult and Experiential Learning (CAEL)
Society of College and University Planning (SCUP)
Alpha Society (University of Tennessee at Chattanooga)
Association for the Advancement of Computing in Education (AACE)
Educause
College and University Professional Association for Human Resources (CUPA-HR)
American Association of State Colleges and Universities (AASCU)
Association for Training and Development (ATD)
Online Learning Consortium

ACADEMIC REVIEWS & EVALUATIONS

2023 – Tennessee Board of Regents (TBR) Emergency Medical Technician, Jackson State Community College
2022 – Tennessee Board of Regents (TBR) Substance Abuse Counseling, Southwest Tennessee State Community College
2021 – Tennessee Board of Regents (TBR) University Parallel Program, Cleveland State Community College
2019 – Southern Association of Colleges and Schools: Commission on Colleges (SACSCOC) Substantive Change Review, University of Louisiana – Monroe
2018 – Tennessee Board of Regents (TBR) BA in Economics, East Tennessee State University
2016 – Tennessee Board of Regents (TBR) BS in Biology, Tennessee State University

- 2019 – Data Driven Decision Making (Accelerated version), EDGR 5323, Texas A&M International University (Master Reviewer)
- 2018 – Texas Government, GOVT 2306, Laredo Community College (TX) (Master Reviewer)
- 2018 – Advanced Accounting, AC 431, Athens State University (AL) (Master Reviewer)
- 2018 – Data Driven Decision Making, EDGR 5323, Texas A&M International University (Subject Matter Expert)
- 2017 – Stress Management, HED 477/577, University of New Mexico (Peer Reviewer)
- 2017 – Prayer and Spirituality: Using your Inner GPS, TH 250, Notre Dame College (OH) (Peer Reviewer)
- 2016 – Conservation of Biology, BIOL 1100, University of Tennessee at Chattanooga (Peer Reviewer)
- 2016 – International Management, MGT 4380, University of Tennessee at Chattanooga (Peer Reviewer/Subject Matter Expert)

COMPREHENSIVE ASSESSMENT FACULTY REVIEW TEAMS

- 2024 Z. Ridder
- 2023 G. Coker, S. Grisham, K. Littlejohn, M. Harvey, J. Herrett-Skjellum, C. Miller, M. Reiter, M. Tate, A. Wilson, 2022 J. Abbott, K. Alton, W. Andrews, L. Bryant, D. Close, C. Drew, C. Honeycutt, M. Lopez, E. Melhorn, L. Newson, L. Nix, K. Norwood, K. Page, T. Ramsey, A. Ribeiro, K. Shaw, K. Shurett, V. Williams, C. Wood
- 2021 D. Adams, D. Behnemen, L. Brown, C. Closson, C. Cunningham, M. Hammontree, D. Miles, K. Norfolk, M. Perry
- 2020 L. Howard, L. Harrison, A. Hurt, W. Jackson, D. Johnson, N. Jacobsen-McLean, J. Johnson, B. Martin, C. Martin, R. Mattson, T. Rogers, B. Scales, J. Spino, L. Stearns, J.B. Suiter, K. Worley
- 2019 P. Aamodt, J. Alpers. C. Bagby, A. Browne, C. Folsom, T. Forrest, J. Tucker, B. Willis
- 2018 P. Flowers, J. Hackathorne, R. Jackson, C. Littleton, C. Mayer, J. McPherson, M. Powell, C. Williamson
- 2017 E. Lamberson,
- 2016 J. Brewer, Y. Freeman, E. Lewis, E. Noseworthy, A. Ramnarine, P. O'Brien, J. Quilliams, K. Solomon, K. Tivey, C. Whitted
- 2015 M. Beeler, J. Bischell, J. Connors, T. Culver, J. Griggs, A. Harrison, Y. Kilpatrick, L. Pou, S. Swafford, M. Tolbert, M. West
- 2014 TJ Battle, Mike Breakey, Michael Caraccio, Charles Deal, Jeffrey Elliott, John Harbison, Missy Hilton, Chance Longo, Tammie Patterson, Gerald Stark, Andrew Ward
- 2013 Laura Bass, Ryan Bandy, Jill Beard, Scott Bruce, Brandy Cartmell, Tony Galloway, Amy Greear, Michael Jaynes, Jeff McCord, Cathy Murray, Scott Reece, Izetta Slade, Katie Wilson
- 2012 Justin Crowe, Colleen Harris-Keith, Terri Hayes, Rowan Johnson, Susan McDonald, Amy Sallee, Anita Scruggs, Robert Stinson, Kathy Thacker, Ross Ian Vance, Stephanie Young
- 2011 Lee Casson, Leslie Jensen-Inman

DISSERTATION & THESIS COMMITTEES (partial list)

- Aamodt, P. (In progress). Doctoral Dissertation Chair
- Abaszadegan, H. (2009). *Affordable Healthcare for All*. Master's Thesis Advisor-Lead Faculty

Abbott, J. (In progress). Doctoral Dissertation Chair

Abdul-Musawir, N. (2009). *The Early Detection, Healthcare Management, and Financial Outcomes of Breast Cancer of African American, and Hispanic Women in the United States*. Master's Thesis Advisor – Lead Faculty

Allen, W. (2009). *The Automotive Industry Deficit*. Master's Thesis Advisor - Lead Faculty

Amini, M. (2009). *Marketing Practices of Pharmaceutical Drug Companies to Physicians*. Master's Thesis Advisor-Lead Faculty

Alpers, J. (2024). *The Relationship between Reward Systems and Behavior*, Doctoral Dissertation Chair

Bagby, C. (In progress). *Classifying and characterizing high school maker space users*. Doctoral Dissertation Chair

Battle, T.J. (2019). *Archival Offender Records Analysis: Are Patient Abuses Selective to the Type of Healthcare Practitioner?* Doctoral Dissertation Chair.

Battle, Walter (In progress) Doctoral Dissertation Committee

Baydoun, A. (2009). *An Analysis of the Effects of Globalization on Emerging Economies*. Master's Thesis Advisor-Lead Faculty

Beeler, M. (2018). *The Role of Required Volunteerism and Service-Learning on Student Perceptions of Civic Responsibility*. Doctoral Dissertation Committee.

Behneman, D. (In progress). *Examining the Adoption of Digital Transformational Initiatives in Higher Education*. Doctoral Dissertation Chair

Bell, J. (2009). *Government Healthcare and Private Insurance: A Comparative Analysis*. Master's Thesis Advisor-Lead Faculty

Bettinghouse, C. (2009). *Making Insurance More User Friendly at Foremost Insurance Company*. Master's Thesis Advisor-Lead Faculty

Bischell, J. (2018). *Understanding the Pedagogical Adoption of Comics Among Secondary English Teachers: Exploring Relationships Between Teacher Attributes and Attitudes/Practices* Doctoral Dissertation Committee

Blanchard, J. (2009). *The Role of Athletics in Collegiate Organizational and Student Leadership Growth and Development*. Master's Thesis Advisor – Lead Faculty

Breakey, M. (2017). *A Study of the Relationship between an Introductory College Course and Students' Self-Regulatory Skills of Time Management, Concentration, and Motivation*. Doctoral Dissertation Committee

Brewer, J. (In progress). Doctoral Dissertation Committee

Brock, K. (2013). *Sequential Mixed Methods Analysis of GEAR UP Tennessee's Impact and Sustainability*. Doctoral Dissertation Chair

Brooks, T. (2009). *Can Wimpy's, An Ice Cream Scoop Shop, Thrive In Grayling, Michigan*. Master's Thesis Advisor-Lead Faculty

Brown, R. (2009). *Acupuncture in a traditional small animal hospital: Description, Integration and profitability*. Master's Thesis Advisor- Lead Faculty

Browne, J. (2021). *Police Perceptions of Body-Worn Cameras: Can Resistance be Predicted*. Doctoral Dissertation Committee

Brown, L. (In Progress). Doctoral Dissertation Committee

Bruce, S. (2014). *Prediction Modeling for Graduate Athletic Training Education Programs*. Doctoral Dissertation Committee

Burdick, J. (2009). *Managing Teams by Focusing on Individual Team Members*. Master's Thesis Advisor-Lead Faculty

Byers, T. (2009). *Measuring Societal Impact of White-Collar Crime*. Master's Thesis Advisor – Lead Faculty

- Caldwell, M. (2015). *Going Where Students Are: Comparing Faculty and Student Uses and Perceptions of Social Networking in Higher Education*. Doctoral Dissertation Committee
- Caraccio, M. (2017). *An Investigation of the Correlation between the Level of Satisfaction of Basic Needs and Academic Achievement of High-School Students in Selected Southeast Tennessee Schools*. Doctoral Dissertation Chair
- Carr, C. (2009). *Forensic Accounting within the Oil Industry*. Master's Thesis Advisor-Lead Faculty
- Carson, E. (2012). *Self-Directed Learning in Secondary Online Students*. Dissertation Co-Chair
- Carter, P. (2009). *Electronic Medical Records Needed in Family Physicians Office*. Master's Advisor-Lead Faculty
- Cartmell, B. (2014). *The Relationship Between Freshman Student Retention and Use of an Online Parent Portal*. Doctoral Dissertation Chair
- Casteel, N. (2009). *Business Environment*. Master's Thesis Advisor-Lead Faculty
- Caverly, S. (2009). *Downsizing: Hidden Costs and Challenges*. Master's Thesis Advisor-Lead Faculty
- Chenh, K. (2009). *Defection of Just-In-Time Inventory System*. Master's Thesis Advisor-Lead Faculty
- Christiansen, T. (2009). *Meridian Business Consultants Paln and Analysis*. Master's Thesis Advisor-Lead Faculty
- Clark, C. (2010). *Catastrophe*. Master's Thesis Advisor-Lead Faculty
- Close, D. (In progress). Doctoral Dissertation Chair
- Closson, C. (2022). *Exploring the attitudes and perceptions of educators regarding disabled students in the inclusive classroom*. Doctoral Dissertation Chair
- Cobb, N. (2011). *Progressing Towards the Implementation of the Tennessee Model for Comprehensive School Counseling Programs: A Study of School Counselor Priorities and Practices*. Doctoral Dissertation Committee
- Connors, J. (2023). *A Study of Burnout in Certified Public Accountants in the Southeast Region of the United States*. Doctoral Dissertation Chair.
- Cooper, E. (2013). *The Creative Cauldron: A Phenomenological Study of Community Learning*. Doctoral Dissertation Committee
- Cooper, R. (2018). *Diversity and Job Satisfaction: A Qualitative Examination of the Relationships Between Employee Perceptions of Workplace Diversity and Job Satisfaction*. Doctoral Dissertation Committee
- Cornish, T. (2009). *Knowledge Management and the Effective Use of Lessons Learned*. Master's Thesis Advisor-Lead Faculty
- Cox, D. (In progress). *Program Evaluation of Schools-Based Mental Health Service Providers and Services: The intended and unintended consequences of increasing tiered support for all students*. Doctoral Dissertation Committee
- Crowe, J. (2023). *Impact of educational intervention on the coping skills of military youth dealing with deployment*. Doctoral Dissertation Committee
- Deal, C. (2017). *Examination of Factors Influencing the Level of Financial Support Provided by Former Athletes from an NCAA Division I-A Football Championship Series (FCS) University to Their Alma Mater*. Doctoral Dissertation Chair.
- Depree, S. (2008). *How to Engage and Retain Employees of the Middle Mass*. Master's Thesis Advisor-Lead Faculty
- Dorris, J. (2012). *Identification and Development of Workforce Skills in the Chattanooga Region*. Doctoral Dissertation Committee
- Durham, M. (2020). *Discerning the other: Political prejudice and intergroup contact*. Masters Thesis Committee
- Elliot, J. (2017). *Community versus Traditional Classrooms: Is there an Advantage for Improved Academic Performance in Elementary Schools*. Doctoral Dissertation Committee.

- Engels, K. (2018). *The Relationship of the Transformational Leadership Process and Group Mod among Musicians and their Effects on Artistic Quality within the American Orchestral Organizations*. Doctoral Dissertation Committee
- Evans, K. (2010). *U.S. Federal Employee Engagement*. Master's Thesis Advisor-Lead Faculty
- Evenson, A. (2010). *Incorporating Social media into an Urgent Care's Marketing Strategy*. Master's Thesis Advisor-Lead Faculty
- Folsom, C. (In Progress). Doctoral Dissertation Committee
- Forrest, T. (2020). *Tennessee's Performance Funding Model: A Mixed Methods Study Designed to Predict Future Success*. Doctoral Dissertation Committee
- Freeman, B. (2008). *Perceptions of technology use in rural and urban Pennsylvania high schools*. Doctoral Dissertation Committee
- Freeman, Y. (2018). *A Student Success Prediction Model for Retention of the Tennessee Lottery Scholarship Program*. Doctoral Dissertation Chair
- Friedl, J. (2009). *The People's Republic of China, Capitalism, An Opportunity: A theoretical Analysis of How China Used Human capital To Transform its Economy*. Master's Thesis Advisor-Lead Faculty
- Galloway, T. (2023). *Content Immersion, Collaboration, and Public History: An Integrated Professional Development Approach to Improving Teacher Competency and Self-Efficacy in 8th Grade and High School United States History Instruction*. Doctoral Dissertation Chair
- Ghazi, J. (In progress). Doctoral Dissertation Chair
- Gibson, I. (2008). *Principal AKA CEO: Can a leader run a school like a business?* Master's Thesis Advisor – Lead Faculty
- Goodrich, D. (2009). *The Lean Journey at Stryker Medical*. Master's Thesis Advisor-Lead Faculty
- Gornick, C. (2009). *Ostego Memorial Hospital*. Master's Thesis Advisor-Lead Faculty
- Greear, A. (2020). *Examining Student Outcomes of Emergency Assistance Programs in Rural Community Colleges*. Doctoral Dissertation Chair
- Griggs, J.L. (In progress). *Emotional Intelligence: A Descriptive Analysis of Community College Nursing Students*. Doctoral Dissertation Committee
- Hackathorne, J. (2020). *Examining the Relationships between Body Motion Video Gaming or Mind-Body Practice and Balance, Cognition, and Social Engagement in Community Dwelling Older Adults*. Doctoral Dissertation Committee
- Hancock, J. (2014). *A Comparative Analysis of Instructional Techniques Towards Long Term Positive Ergonomics Transformation for the Early Career Sonographer*. Doctoral Dissertation Chair
- Harbison, J. (2016). *The Impact of Gaming on Managers' Ability to Employ Adaptive Leadership: Do Millennials have an Advantage*. Doctoral Dissertation Chair
- Harris-Keith, C. (2015). *The Relationship Between Library Department Experience and Perceptions of Skill Development Relevant to Academic Library Directorship: An Exploratory Mixed-methods Study*. Doctoral Dissertation Committee
- Harrison, L. (In progress). *Is there a relationship between the Activity Measure for Post-Acute Care "6-clicks" daily activity and basic mobility Version 2 scores and the discharge destination after an acute care hospital stay?* Doctoral Dissertation Committee
- Haugh, S. (2009). *Electronic Medical Records*. Master's Thesis Advisor-Lead Faculty
- Heidt, M. (2009). *Utilizing Physician Assistants and Nurse Practitioners in a Rural Hospital Setting*. Master's Thesis Advisor-Lead Faculty
- Higley, M. (2009). *Electronic Medical Records: Are They the Future of Health Care*. Master's Thesis Advisor-Lead Faculty
- Hinton, T. (In progress). *Exploring the relationship between faculty's and administrators' perceptions of online learning and student success at Tennessee community colleges*. Doctoral

Dissertation Chair

Hodges, J. (2010). *Waste and Human Capital: A strategic analysis of the automobile industry.*

Master's Thesis Advisor – Lead Faculty

Holas-Dryps, A. (2008). *Picture Archiving Communication Systems.* Master's Thesis Advisor-Lead Faculty

Holliday, A. (2009). *Advertising Publicity and Hybrid Messages.* Master's Thesis Advisor-Lead Faculty

Howard, L. (In progress). *Organizational Commitment and U.S. Army ROTC Cadet Retention.* Doctoral Dissertation Chair

Hurt, A. (2023). *The human capital campaign: The effects of burnout and investment in employee development on intent to leave.* Doctoral Dissertation Chair

Hutchins, K. (2010). *Can Social Marketing be Used to Reduce the Stigma of Mental Health Conditions.* Master's Thesis Advisor-Lead

Inbody, M. (2008). *Application and Effectiveness of Lean Six Sigma to/for Technology Support Organizations.* Master's Thesis Advisor– Lead Faculty

Igbanugo, N. (2009). *Today.* Master's Thesis Advisor-Lead Faculty

Ivory, S. (2010). *Muslim religion in the Workplace as a Diversity .* Master's Thesis Advisor-Lead Faculty

Jackson, G. (In progress). Doctoral Dissertation Chair.

Jackson, R. R. (2023). *The Perception of Hybrid Nutrition Education among Limited Resource Families in Tennessee.* Doctoral Dissertation Committee

Jacobsen-McLean, N. (In progress). Doctoral Dissertation Chair

Janeski, L. (2009). *What challenge Does E-Business Create for Small Businesses?* Master's Thesis Advisor-Lead Faculty

Jaynes, M. (2014). *An investigation into the transactional vs. transformational instructional delivery style in a freshmen-level literature course at a Southeastern American university.* Doctoral Dissertation Chair

Johnson, D. (In progress). Doctoral Dissertation Chair

Johnson, J. (2023). Doctoral Dissertation Committee

Johnson, R. (2013). *Student Attitudes to Two Types of Learning: A Comparison of Students in Traditional Classroom Writing Environments and Students in Blended Writing Environments.* Doctoral Dissertation Chair

June, C. (2008). *Enforcing Forensic Audit Compliance for all U.S. Bankruptcies and Foreclosures.* Master's Thesis Advisor – Lead Faculty

Karakowski, S. (2009). *Technology Implementation in Skilled Nursing Facility.* Master's Thesis Advisor – Lead Faculty

King, L. (In progress). *Female Athletics: Exploring the Impact of Female Coaches on Perceived Levels of Self-Efficacy Among Female Athletes and their Career Pursuits in Athletics.* Doctoral Dissertation Committee

Kitson, G. (2009). *Health Care Coverage for the Uninsured.* Master's Thesis Advisor-Lead Faculty

Kludy, S. (2009). *On Site Daycare at Auto-Owners Insurance Company: Costs and Benefits.* Master's Thesis Advisor-Lead Faculty

Knox, C. (2009). *Web Applications in Accounting Operations.* Master's Thesis Advisor-Lead Faculty

Kott, D. (2009). *Fiscal Health of the United States Starts Early with the Education of Our Youth.* Master's Thesis Advisor-Lead Faculty

Kratzer, R. (2009). *Consolidated Manufacturing Operations.* Master's Thesis Advisor-Lead Faculty

Krugh, C. (2010). *Global Economy/Global Standard: Bringing a Greater Sense of Security to the Financial World.* Master's Thesis Advisor Lead Faculty

Kumar, S. (2009). *The Finances and Operations of the Mobile Health Clinic for Preventive Health.*

Master's Thesis Advisor-Lead Faculty

- Lamberson, E. (2023). *A Correlational Study between a Faith-Based Psychoeducational Intervention and Psychological Well-Being*. Doctoral Dissertation Chair.
- Langley, R. (2008). *The Effect of Outsourcing on Businesses and the Economy*. Master's Thesis Advisor-Lead Faculty
- Laudeman, G. (2013). *Toward a Multilevel Theory of Learning: How Individuals, Organization, and Regions Learn Together*. Doctoral Dissertation Committee
- Lawrence, M. (2010). *Increasing Employees Engagement with a Manager Directed Strengths Discussion*. Master's Thesis Advisor-Lead Faculty
- Legg, L. (2011). *From Healthcare Provider to Healthcare Educator: Strategies for Effective Transition*. Doctoral Dissertation Committee
- Lewis, E. (2023). *Transfer Pathways in Higher Education: Exploring Differences between Pathway and nonpathway Student Success after University Transfer in One State System*. Doctoral Dissertation Committee
- Lira, M. (2009). *The relationship of Leadership Functions That Translate from Athletics to the Business World*. Master's Thesis Advisor-Lead Faculty
- Littleton, R. (2023). *Holistic Admissions Review in Physical Therapist Education*. Doctoral Dissertation Committee
- Loper, B. (2010). *Employee Relations and Engagement*. Master's Thesis Advisor-Lead Faculty
- Lussier, B. (2020). *An Analysis of Effective Practices in Primary Grades Reading Instruction in Tennessee's High Performing Schools as Measured by Third Grade Reading Assessment Scores*. Doctoral Dissertation Chair
- Lysiuk, M. (2010). *Consumer Preference Marketing Research Project: Tropicana Fruit Based Drink Study*. Master's Thesis Advisor-Lead Faculty
- Martin, A. (2008). *Using Personality Assessment to Find and Retain Employees in the Right Job*. Master's Thesis-Lead Faculty
- Martin, B. (In progress). Dissertation Committee Chair.
- Martin, C. (In progress). Doctoral Dissertation Committee
- Matsuik, G. (2009). *Gander This Designs: Business Plan and Anaylsis*. Master's Thesis-Lead Faculty
- Mattson, R. (In progress). Dissertation Committee Chair
- Maupin, K. (In progress). *The Relationship of Family Characteristics of At-Risk Children in Rural West Tennessee and Select Measures of Success*. Doctoral Dissertation Committee
- Mayer, C. (In progress). *The Teacher's Voice: A Qualitative Study Regarding the Motivations of Teacher Retention in Hamilton County*. Doctoral Dissertation Committee
- Maupin, K. (in progress). Dissertation Committee Member
- Mazur, K. (2009). *Effects of the Sarbanes-Oxley Act on internal Control Strength*. Master's Thesis-Lead Faculty
- McCord, J. (2017). *Faith-Based Instructional Interventions: The Relationship of the Short-Term Mission Trip with Christian Spiritual Formation*. Doctoral Dissertation Committee.
- McDaniel, J. (2015). *Going Where Students Are: Comparing Faculty and Student Uses and Perceptions of Social Networking in Higher Education*. Doctoral Dissertation Committee
- McPherson, J. (2020). *A Mixed Methods Study of the Relationship between Dialogic Inquiry and Engagement in Active Learning Shakespeare Education*. Doctoral Dissertation Chair
- Meeks, A. (In progress). Doctoral Dissertation Chair
- Melhorn, E. (In progress). *Assessing the Doctoral Capstone as a High-Impact Practice*. Doctoral Dissertation Committee.
- Mertilus, E. (2009). *Achieving High Quality Standards in a Healthcare Organization*. Master's Thesis-Lead Faculty
- Miles, Renard (In progress). *The Factors of Internship Programs that Lead Students to Remain with*

- an Organization after Completing an Internship*. Doctoral Dissertation Chair
- Mook, D. (2012). *Organizational Settings and Profiles of Servant Leadership*. Doctoral Dissertation Committee
- Moore, L. (2009). *U.S. Defense Logistics Workforce Development: Strategic Planning and Management*. Master's Thesis Advisor – Lead Faculty
- Mossoian, M. (2009). *Increasing Employee Satisfaction and Morale In a Declining Economy*. Master's Thesis Advisor-Lead Faculty
- Murray, C. (2015). *Effects of Health Information Technology Adoption on Nursing Home Quality Rating Scores in Tennessee Nursing Homes*. Doctoral Dissertation Chair
- Nelson, S. (2008). *Socialized Health Care for the United States*. Master's Thesis Advisor-Lead Faculty
- Nelson, S. (2008). *Compare and Contrast the Canadian and U. S. systems: Taxation, Monetary policy, banking and health care*. Master's Thesis Advisor – Lead Faculty
- Newson, L. (In progress). Doctoral Dissertation Chair
- Nix, L. (In progress). *Identity Construal During New Employee Onboarding: A quantitative Model of Identity Work Modes*. Doctoral Dissertation Chair.
- Noseworthy, E. (2020). *The Relationship between Instructor Course Participation, Student Participation, and Student Performance in Online Courses*. Doctoral Dissertation Committee.
- O'Brien, P. (2023). *The Impact of Focused Advising on Retention and Completion in the Community College Setting*. Doctoral Dissertation Chair
- Omabele, O. (2009). *Strategic Enrollment Management: A means to student retention*. Master's Thesis Advisor – Lead Faculty
- Overbeck, D. (2008). *Enhancing Learning and Employment through Graduate Internships*. Master's Thesis Advisor – Lead Faculty
- Pavlov, S. (2009). *Corporate Fraud and Corporate Governance in Russia*. Master's Thesis Advisor – Lead Faculty
- Perry, M. (2024). Doctoral Dissertation Committee
- Peterson, D. (2009). *The Financial Feasibility of Converting Abandoned Schools into Alzheimer's Facilities*. Master's Thesis Advisor-Lead Faculty
- Phan, D. (2009). *The Potential Benefits of Using the electronic Medical Record System*. Master's Thesis Advisor-Lead Faculty
- Polk, N. (2009). *A Business case for Creating a Green Building Division*. Master's Thesis Advisor-Lead Faculty
- Poortenga, J. (2009). *IFRS Standards: Should the U.S. Adopt Them*. Master's Thesis Advisor-Lead Faculty
- Porter, M. (2021). *Creating a Predictive Model of Student Success in Certified Registered Nurse Anesthetist Graduate Programs*. Doctoral Dissertation Committee
- Pou, L. (In progress). *Toward a Better Understanding of Leadership Development in Higher Education: A 33 Year Review of the Leadership Institute at the University of Tennessee*. Doctoral Dissertation Chair
- Powell, M. (2020). Doctoral Dissertation Committee
- Purkey, D. (2009). *Benchmarking and its Actual and Potential Application at Technical Weighing Services*. Master's Thesis Advisor-Lead Faculty
- Pratt, A. (2009). *Adding a Website to an Existing Business*. Master's Thesis Advisor-Lead Faculty
- Quilliams, J. (2019). *An Analysis of the Relationship between Student Motivation and the Use of a Google Apps for Education Platform in a Secondary Social Studies Class in East Tennessee*. Doctoral Dissertation Committee
- Ramnarine, A. (2018). *Influential Factors of Academic Performance and Course Retention in College Mathematics – Face-to-Face Versus Online*. Doctoral Dissertation Committee

Ramsey, T. (In progress). Dissertation Committee Member.

Reece, S. (2018). *Exploring the organizational communication process and factors affecting work engagement in a high-speed high-volume manufacturing operation*. Doctoral Dissertation Chair

Reynolds, B. (2013). *The Impact of Transformational Leadership, Reflective Journaling, and Hands-on Herpetology on the Conservation Ethic of Tertiary-level Non-science Majors*. Doctoral Dissertation Committee

Ribeiro, A. (In Progress). Dissertation Committee Chair.

Rogers, T. (In Progress). Doctoral Dissertation Committee

Rose, S. (2009). *The Blueprint for Change: NAIA to NCAA*. Master's Thesis Advisor-Lead Faculty

Rowlands, D. (2003). *History, creation and efficacy of post-secondary education in Northern Michigan*. Master's Thesis Advisor – Lead Faculty

Rua, D. (2009). *Transforming of U.S. Federal Agencies into High Performance Organizations*. Master's Thesis Advisor – Lead Faculty

Rutherford, C. (2008). *The New Leader - Virtual Leadership in the Small Business Workplace*. Master's Thesis Advisor – Lead Faculty

Ryder, B. (2009). *Cognitively Impaired Employees: A Strategic Business review*. Master's Thesis Advisor-Lead Faculty

Sallee, A. (2014). *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-follower Relations and Impact on Teacher Efficacy*. Doctoral Dissertation Committee

Scales, B. (In progress). Doctoral Dissertation Committee

Schwartz, S. (2009). *How input variation affects global trading*. Master's Thesis Advisor Lead Faculty

Shana, T. (2009). *Medical Outsourcing: Benefits and Effects*. Master's Thesis Advisor-Lead Faculty

Shiflet, W. (2009). *The Financial Impact of a Human Resource Manager to an Organization*. Master's Thesis Advisor-Lead Faculty

Silver, C. (2013). *Social Capital and Self-Described Belief: An Exploration into Religious and Spiritual Social Identifiers*. Doctoral Dissertation Committee

Slade, I. (2019). *Does Employee Communication Technology Use in the Workplace Influence the Level of Employee Interpersonal Communication Skills?* Doctoral Dissertation Chair

Sleper, S. (2003). *Supply Chain Management as a Competitive Imperative: A Case Study of Boride Abrasives Technology Manufacturing Company*. Master's Thesis Advisor – Lead Faculty

Smith, J. (2008). *Internal Financial and Process Control for Small Public Companies*. Master's Thesis Advisor – Lead Faculty

Snyder, W. (2009). *Analysis of the concepts of Leadership, School Culture, and Professional Development as they relate to the Secondary Principal's impact on Student Achievement*. Master's Thesis Advisor -Lead Faculty

Solomon, K. (2018). *High School Teachers and 1:1 Technology In-Class Activities*. Doctoral Dissertation Committee

Songa, D. (2009). *Empirical failures of the Capita Asset Pricing Model (CAPM)*. Master's Thesis Advisor-Lead Faculty

Spino, J. (In progress). Doctoral Dissertation Committee

Srinivasan, M. (2009). *The Evaluation of Web-Based Health Information and Health Literacy*. Master's Thesis Advisor-Lead Faculty

Stark, G. (2016). *The Relationship of the Attributional Dimensions of Emotional Differentiation on Attributional Dimensions of Technology Readiness for Orthotic and Prosthetic Clinicians*. Doctoral Dissertation Chair

Stearns, L. (In progress). Doctoral Dissertation Committee

Stewart, C. (2009). *The Cayman Islands as an Offshore Financial Center and Its Affects on*

- International Finance*. Master's Thesis Advisor -Lead Faculty
- Stokes, A. (2009). *The Impact of Environmental Laws on the U.S. Automobile Industry*, Master's Thesis Advisor-Lead Faculty
- Stone, F. (2009). *Economical Development on the Navajo Nation*. Master's Thesis Advisor -Lead Faculty
- Swafford, S. (2017). *Factors Affecting Freshman Student Retention at Higher Education Institutions within the Appalachian College Association*. Doctoral Dissertation Committee.
- Tate, M. (In progress). *Beginning Commercial Butterfly Breeder Seminar Program Evaluation*. Research Project of Practice Committee
- TenBarge, B. (2009). *Effective Strategic Alignment Models: Key to Successful Corporate Mergers*. Master's Thesis Advisor -Lead Faculty
- Thacker, K. (2014) *Graduation Rates: A Comparison of College Graduation Success Rates of Dual Enrollment Verses Non-dual Enrollment Students at the Community College*. Doctoral Dissertation Chair
- Tolbert, M. (2020). *The Flipped Classroom's Impact on Student Performance and Engagement in a Community College Introductory Psychology Course: A Quasi-Experimental Study*. Doctoral Dissertation Committee
- Tucker, J. (In progress). Doctoral Dissertation Committee
- Van Brabant, M. (2008). *Wellness Initiatives and the Potential Impact on Corporate Benefit Strategies* Master's Thesis-Lead Faculty
- Van Brabant, M. (2008). *The Efficacy and future direction of employee health and wellness plans*. Master's Thesis Advisor – Lead Faculty.
- Vance, R. (2019). *A Comparison of Academic, Social, and Emotional Self-Efficacy Among Students in Schools with Divergent Approaches to Integrating Instructional Technology*. Doctoral Dissertation Committee
- VandenBosch, M. (2009). *Effective New Product Development*. Master's Thesis Advisor -Lead Faculty
- Vien Van, C. (2009). *The Analysis of Implications of the Concierge Model of Running a Medical Practice*. Master's Thesis Advisor –Lead Faculty
- Vis, E. (2010). *Cup -L-Cakes Business Plan and Analysis*. Master's Thesis Advisor -Lead Faculty
- Walker, B. (2009). *The Impact of Economic Recession on the Organic Foods Industry: A Discussion of the State of Whole Foods Market*. Master Thesis Advisor-Lead Faculty
- Walter, H. (2019). *The Relationship Between Approaches to Teacher Professional Development and Teachers' Likelihood of Making Classroom Changes in Selected Tennessee Public Middle Schools*. Doctoral Dissertation Chair
- Ward, A. (2018). *Teacher Expectation of Student Achievement among Primary School Teachers in Togo, West Africa: An Analysis of Beliefs and Cultural Values*. Doctoral Dissertation Committee.
- Webb, J. (2009). *A Proposal for Reduced Fee Cash Only Primary Care Practice*. Master's Thesis Advisor -Lead Faculty
- West, Mason (2023). *A Comparative Analysis of the Impact of the Talented Tenth Leadership Program on the Self-Perception of African American participants during each of the stages of Piaget's psychosocial development*. Doctoral Dissertation Chair
- Whitted, C. (2023). *Factors Influencing Intercollegiate Athletics Fundraising Structure: A survey and theory development*. Doctoral Dissertation Committee.
- Wilkinson, A. (2009). *Implications of the Opt-Out Revolution*. Master's Thesis Advisor-Lead Faculty
- Williamson, C. (2022). *Predicting Enrollment in Higher Education Institutions*. Dissertation
- Willis, B. (In Progress). Doctoral Dissertation Committee
- Wilson, S. (2009). *Healthcare Cost Reduction Methods: Wellness Initiatives and Efficacy*. Master's

Thesis Advisor-Lead Faculty

- Witty, J. (2011). *Tennessee Practitioner Perceptions of the Construct, Content and Utility of Exemplary Practices in Alternative Education: Indicators of Quality Programming for Use as an Evaluation Instrument*. Doctoral Dissertation Committee
- Wolcott, D. (2009). *Benefit Trends in Healthcare: The Changing Roles for Physicians in Healthcare Delivery*. Master's Thesis Advisor- Lead Faculty
- Wolf, J. (2009). *Driving Success through Customer Service Excellence: Huntington National Bank*. Master's Thesis Advisor -Lead Faculty
- Worley, K. (2023). Doctoral Dissertation Chair
- Wright, D. (2009). *How can solo/small physician practices in the US institute EMR/HER & how will the Democratic Healthcare Legislation Affect these efforts?* Master's Thesis Advisor -Lead Faculty
- Yother, J. (2013). *The Impact of Specialized Treatment on the Empathy Levels of Urban, Low-income, Middle-aged Elementary School Students*. Doctoral Dissertation Committee
- Young, S. (2017). *An Examination of Leadership Styles Among Virtual School Principals*. Doctoral Dissertation Committee
- Young, T. (2008). *U.S. Nursing Shortage: Past Issues and Solutions for the future*. Master's Thesis Advisor – Lead Faculty
- Zarete, C. (2010). *Is clinic restructuring and outpatient Service the Answer to Better Mental Health Service*. Master's Thesis Advisor-Lead Faculty
- Zegunis, C. (2010). *A Pharmaceutical Perspective on Time and Motion of Medication Administration*. Master's Thesis Advisor-Lead Faculty

Jessica Nicole Taylor
Vita

CONTACT INFORMATION:

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Chattanooga, TN 37403
812-989-0882
Jessica-n-taylor@utc.edu

EDUCATION:

Ph.D.	2019	Bellarmino University	Leadership in Higher Education
M.A.	2010	Western Kentucky University	English
B.A.	2008	Indiana University Southeast	English

Professional Education:

2021 Harvard Institutes for Higher Education – The Online Classroom: Strategies for Higher Ed Teaching and Learning
2021 Quality Matters – Applying the Quality Matters Rubric
2023 Quality Matters – Peer Reviewer Certification

Professional Experience:

2021-Present Assistant Professor, Learning and Leadership Program
University of Tennessee—Chattanooga

2019-2021 Assistant Professor, EdD Program, Higher Education
Lincoln Memorial University

2016-2019 Dean of Curricular Assessment and College Readiness
Zenith Education Group/Altierus Career College

Led the development and implementation of placement testing tools and institution-wide developmental education curriculum. Served as team lead to develop the Online Readiness Assessment tool. Coordinated institutional academic assessment. Wrote and managed a \$1.7 million grant, managed a \$450,000 grant to fund the use of StraighterLine courses students.

2013-2016 Associate Professor & Director of Adjunct Faculty (2015-2016), Assistant Professor (2014-2015), Instructor of English (2013-2014)
Ivy Tech Community College

Leadership Roles:

Department Chair of IVYT Student Success, ASA English, and Foundations (2015-2016)
Department Chair of Academic Skills Advancement (ASA) English, IVYT Student Success, Foundations, and English for Speakers of Other Languages (ESOL)(2014-2015)
Program Chair of ASA English (2013-2014)

Served as liaison between adjunct faculty and campus leadership, creating faculty professional development and new faculty orientation, conducting adjunct faculty observations across programs in the region, and supporting recruitment, interviews, and hiring adjunct faculty for all campus programs. Led the development of First Year Student Success curriculum in the region, and served as the regional representative for

the state-wide curricular redevelopment of First Year Student Success curriculum.

2011-2013	Adjunct Instructor of English Ivy Tech Community College
2011-2015	Adjunct Instructor of English Indiana University Southeast
2010-2011	Adjunct Instructor of English Owensboro Community College
2008-2009	Graduate Assistant Western Kentucky University Robert Penn Warren Graduate Assistant, (2009, Spring). Organized the Robert Penn Warren journal and the awards celebration, reviewed and organized special collection in the library Writing Center Tutor Graduate Assistant (2008-Fall 2009)

TEACHING/CURRICULUM DEVELOPMENT:

Courses Taught:

University of Tennessee—Chattanooga (2021-Present)

LEAD 7020—Research and Inquiry
LEAD 7060—Inquiry and Action Research/Inquiry and Research
LEAD 7500—Learning Models, Design and Communication
LEAD 7380—Statistics and Data Analysis
LEAD 7340—Statistics for Research Design and Analysis
LEAD 7390—Research Seminar: Publishing and Presenting
LEAD 7360—Research Design
LEAD 7375—Qualitative Design and Application
LEAD 7465—Comp Assessment Prep
LEAD 7630—Program Evaluation: From Theory to Practice
LEAD 7640—Program Evaluation: Outcomes
LEAD 7820—Data-Informed Aspects of Decision Making
LEAD 7830—Higher Education Administration and Leadership
LEAD 7700—Pre-Dissertation Seminar
LEAD 7997—Individual Studies: Leadership through
Professional Development
LEAD 7997—Individual Studies: Disability Theory for
Decision-making
LEAD 7997—Individual Studies: Organizational Structure for
Communication in Higher Education

Lincoln Memorial University (2019-2021)

EDHE 852—College Student Development Theory
EDHE 855—Law in Higher Education
EDLC 899—Independent Dissertation Research
EDLC 702—Ethical, Social, and Diversity Considerations
EDHE 856—Higher Education Finance

EDHE 851—History of Higher Education (Online)
 EDEC 751—Quantitative Research Procedures I
 EDHE 861—Assessment and Program Evaluation
 EDHE 853—Policy Development and Analysis
 EDHE 854—Governance, Administration, and Politics
 EDEC 755—Dissertation Research and Design

Ivy Tech Community College (2011-2016)

ENGL 083—Reading Strategies for College
 ENGL 093—Introduction to College Writing
 ENGL 095—Integrated Reading and Writing
 ENGL 111—English Composition (Online and Traditional)
 ENGL 112—Exposition and Persuasion
 IVYT 120—New Student Seminar (3 credit)
 FOUN 071—Tech Foundations
 GENS 279—General Education Capstone (Online)
 IVYT 101—New Student Seminar (1 credit) (Online and Traditional)

Indiana University Southeast (2011-2015)

ENG W131—Elementary Composition
 ENG W290—Writing in the Arts and Sciences
 ENG W231—Professional Writing Skills
 ENG W234—Technical Writing
 FYS/W131—Composition First Year Seminar Course

Owensboro Community College (2010-2011)

English 100—English Workshop
 English 101—Writing I
 English 102—Writing II

Curriculum and Course Development:

New course: LEAD 7385 Survey Development (approved 2023), EDHE 861 Assessment and Program Evaluation; approved at LMU in 2019

Revised courses: LEAD 7630, LEAD 7640, LEAD 7060 (approved 2021)

Contributed to the redesign of the Higher Education concentration at LMU to incorporate Research Trends course focused on Higher Education research (approved 2020)

Advising/Student-Directed Scholarship:

Doctoral Dissertation Committees (Completed)

2023	Worley, K.	Learning and Leadership
2022	Luo, J. (Chair)	Higher Education
2021	DiMaria-Sileno, M.	Educational Leadership
	Denham, D.	Educational Leadership
	Seay, D.	Educational Leadership
	Allen, A. (Chair)	Executive Leadership
	Wines, C.	Educational Leadership

	Stribbling, J.	Educational Leadership
2020	Mikes, M.	Educational Leadership
2019	Santana, M. (Chair)	Educational Leadership
	England, M.	Educational Leadership
	Petree, D.	Higher Education

Doctoral Dissertation Committees (In Progress)

Brown, L.	Learning and Leadership (Proposal Approved)
Martin, C.	Learning and Leadership (Prospectus Approved)
Scales, B.	Learning and Leadership (Prospectus Approved)
Spino, J.	Learning and Leadership (Proposal Approved)
Tucker, J.	Learning and Leadership (Prospectus Approved)
Hinton, T.	Learning and Leadership (Prospectus Approved)
Battle, W.	Learning and Leadership (Proposal Approved)
Jacobsen-McLean, N.	Learning and Leadership
Willis, B.	Learning and Leadership
Behneman, D.	Learning and Leadership (Prospectus Approved)
Cox, D.	Learning and Leadership
King, L.	Learning and Leadership (Prospectus Approved)
Melhorn, E.	Learning and Leadership (Prospectus Approved)
Tate, M. (Chair)	Leadership and Instructional Practice (Proposal Approved)
Ramsey, T.	Learning and Leadership (Proposal Approved)
Ribiero, A.	Learning and Leadership (Proposal Approved)

Comprehensive Assessment Faculty Review Teams

2021 – D. Behneman, C. Drew, T. Ramsey
2022 – D. Close, E. Melhorn, C. Honeycutt, K. Alton

SERVICE:

Service to the University

University of Tennessee – Chattanooga

2022- 2023	Student Success and Retention Committee
2022-present	Grad Council
2022-present	Grad Council – Best Practices Committee
2022-2023	Adult Learner Committee
2023-present	Faculty Senate
2024-present	Institutional Review Board
Spring 2023	Faculty Fellows Lab Group (Collaboration with the Walker Center for Teaching and Learning)
2023-2024	Faculty Fellows in Innovation (Collaboration with the Walker Center for Teaching and Learning)

Lincoln Memorial University

2020-2021	Research and Publications Committee
2020-2021	LMU Research Mini-Grants Committee
2019-2021	EdD Admissions Committee

Zenith Education Group/Altierus Career College

2017-2018	Chair, College Proctor Committee
2016-2018	Chair, Academic Readiness Committee
2018	Member, Dean of Allied Health Search Committee
2017-2018	Chair, Curriculum Assessment Committee

Ivy Tech Community College

2016	Member, Faculty Job Description and Evaluation Ad Hoc Task Force
2015-2016	Regional Representative, Student Retention and Success Council (Formerly Achieving the Dream (ATD) Council)
2014-2016	Regional Representative, IVYT Student Success Curriculum Committee
2014-2016	Regional Representative, Foundations Curriculum Committee
2015-2016	Judge, Student Writing Contest
2015	English Subcommittee Lead, Foundations Course Redesign Committee
2013-2015	Regional Representative, English for Speakers of Other Languages Curriculum Committee
2014	Chair, English for Speakers of Other Languages Policy Revision Committee
2014-2015	Co-chair, Developmental Education Advisory Team
2014	Regional Representative, Statewide English Co-requisite Curriculum Development Team
2014	Regional Representative, Ivy Prep Task Force
2014-2015	Co-chair, "Deep Dive" ENGL 095/075 Committee Faculty Lead
2013-2014	Member, Advisory Board Representative for Liberal Arts and Sciences
2013	Regional Representative, Academic Skills Advancement Reading Curriculum Committee
2013	Chair, Academic Skills Advancement Writing Curriculum Committee Chair
2012-2013	Regional Representative, Co-requisite Development Team

PROFESSIONAL and SCHOLARLY ORGANIZATIONS:

2019-Present	Member, Association for the Study of Higher Education Conference Proposal Reviewer (May 2021, April 2022)
2018-2019	Member, Association for Institutional Research
2017-Present	Member, Association for the Assessment of Learning in Higher Education Knowledge Development Task Force Committee (2019-2022) Publications Committee (2019-present) Editor/Reviewer, Emerging Dialogues (October 2019, February 2020, September 2020, March 2021, May 2021) Editor, Conference Proceedings, 2019 AALHE Conference Co-Chair, Emerging Dialogues (2021-2022) Chair, Emerging Dialogues (2022-2023) Conference Committee (2023-2024)
2019-Present	Subcommittee Chair, Grand Challenges in Assessment Project through UNC-Charlotte/Wake Forest University
2020-2022	Member, Council for the Study of Community Colleges Conference Proposal Reviewer (January 2022)
2021-Present	Member, American Educational Research Association

PROFESSIONAL MEETINGS ATTENDED:

Assessment Institute, Indianapolis, IN (Oct. 2023)
Association for the Assessment of Learning in Higher Education, New Orleans, LA (Jun. 2023)
American Association for Colleges and Universities, New Orleans, LA (Feb. 2023)
Assessment Institute, Indianapolis, IN (Oct. 2022)
Association for the Assessment of Learning in Higher Education Conference, Providence, RI (2022)
Council for the Study of Community Colleges Conference, Tempe, AZ (2022)
Assessment Institute, Online (2021)
STATA Conference, Online (2021)
Value of Science: Data, Products, and Use (2021)
Advanced Methods Institute, Online (2021)
Association for the Assessment of Learning in Higher Education, Online (2021)
Council for the Study of Community Colleges Conference, Online (2021)
Association for the Study of Higher Education Conference, Online (2020)
Assessment Institute, Online (October 2020)
STATA Conference, Online (2020)
IRIS (Institute for Research on Innovation & Science) *Joining the data revolution: Big data and social science research* (June 15-19, 2020)
Association for the Assessment of Learning in Higher Education Conference, Online (2020)
Association for the Assessment of Learning in Higher Education Conference, Minneapolis (2019)
AIR Forum, Denver (2019)
Complete College America, Chicago (2018)
Association for the Assessment of Learning in Higher Education Conference, Salt Lake City (2018)
Complete College America, New Orleans (2017)
ACCUPLACER Conference, New Orleans (2017)

GRANTS and CONTRACTS:

Taylor, J. and Hoshaw, J. *Grand Challenges in Assessment: Improving the Measurement of Student Learning*. Grant proposal submitted to the Spencer Foundation. \$279,738, proposal rejected.

Taylor, J. *Developmental Education and Assessment*. Grant proposal submitted to the ECMC Foundation. \$217,064 awarded.

Taylor, J. *Systemwide Developmental Education*. Grant Proposal submitted to ECMC Foundation. \$1.7 million awarded.

Taylor, J. *Academic Readiness*. Grant Proposal submitted to ECMC Foundation. \$281,000 awarded.

Taylor, J. *Mother-figures in Victorian Fiction*. Research funding requested from the Indiana University Southeast Office of Undergraduate Research. \$500 awarded.

PUBLICATIONS:

Published:

Singer-Freeman, K. Janio, J. & **Taylor, J.** (2023). Making a grand contribution: Using ChatGPT to improve assessment in higher education. *Assessment Update*, 35(5).

Singer-Freeman, K., **Taylor, J.**, Hoshaw, J., & Robinson, C. (2022). Making a grand contribution – Simple ways to improve assessment of learning over time. *Assessment Update*, 34(5).

Carney, E., Zhang, X., Charsha, A., **Taylor, J.**, & Hoshaw, J. (2022). Formative assessment helps students learn over time: Why aren't we paying more attention to it? *Intersection: A journal at the intersection of assessment and learning*, 4(1).

Abras, C., Nailos, J., Lauka, B., Hoshaw, J. & **Taylor, J.** (2022). Defining Co-curricular Assessment and Charting a Path Forward. *Intersection: A journal at the intersection of assessment and learning*, 4(1).

Daugherty, K., Morse, R., Schmauder, A. R., Hoshaw, J., & **Taylor, J.** (2022). Adjusting the Future of Adaptive Learning Technologies via a SWOT Analysis. *Intersection: A journal at the intersection of assessment and learning*, 3(2).

Garcia, M., Hoshaw, J., & **Taylor, J.** (2021) A Roadmap for Using Assessment Findings to Direct Pedagogical Improvements. *Assessment Update*, 33(6).

Kelly-Riley, D. & Slotnick, R. (2020). Immediate improvements Grand Challenges group: Use assessment findings to direct immediate pedagogical improvements. [White Paper]. *Association for the Assessment of Learning in Higher Education Conference*.

Submitted:

Singer-Freeman, K., Christine, R., Taylor, J., Hill, Y. The Grand Challenges in Assessment In Higher Education Project: Seeks to Increase the Use of Assessment to Improve Pedagogy. *Transformative Dialogues: Teaching and Learning Journal*.

PROFESSIONAL PRESENTATIONS:

Singer-Freeman, K. (Moderator), **Taylor, J.** Abras, C., Zhang, X. & Fu, J. (June 12, 2024). *Grand challenges in assessment: Improving the measurement of student learning over time* [Webinar]. Assessment Institute.

Robinson, C. (Moderator), Singer-Freeman, K., **Taylor, J.**, Farrell, R. J. & Heiser, C. (Nov.29, 2023). *Grand challenges in assessment: Guiding innovations, improving pedagogy, and increasing equity* [Webinar]. Assessment Institute.
https://iu.mediaspace.kaltura.com/media/t/1_uykwrijn6

Taylor, J., Abras, C., Carbonaro, S., Lauka, B., Schmauder, R. (October 2023). "*Grand Challenges in Assessment: Approaches to Authentically Measuring Student Learning in Settings across Campus.*" Session at Assessment Institute, Indianapolis.

Singer-Freeman, K., Robinson, C., **Taylor, J.**, Heiser, C., Bureau, D., Croxton, R., Popp, S. (October 2023). "*Implementing the Grand Challenges in Assessment Strategic Plans.*" Panel at Assessment Institute, Indianapolis.

Abras, C., Lauka, B., Suchland, C., Carbonaro, S., **Taylor, J.** (October 2023). "*Rethinking Learning: A Holistic View of the Student's Learning Landscape.*" Session at Assessment Institute, Indianapolis.

Taylor, J., Browne, J. A. (June 2023). "*A walk among the tombstones: Meaningful assessment of a new online degree program.*" Paper at Association of Assessment of Learning in Higher Education, New Orleans.

Abras, C., **Taylor, J.**, Carbonaro, S. (June 2023). "*Getting Particular About Co-Curricular!*" Session at Association of the Assessment of Learning in Higher Education, New Orleans.

Singer-Freeman, K., Gibbons, R., **Taylor, J.**, Wu, Y.-C., Southwick, S., Holaway, C. (June 2023). "*Join the National Conversation - How to Engage in Scholarship of Assessment.*" Session at Association for the Assessment of Learning in Higher Education, New Orleans.

Singer-Freeman, K., **Taylor, J.**, Hill, Y., Heiser, C., Milligan, S., Bureau, D. (June 2023). "*Updates on the Grand Challenges in Assessment in Higher Education.*" Panel at Association for the Assessment of Learning in Higher Education, New Orleans.

Taylor, J., Abras, C., Carney, E., Charsha, A., Schmauder, A. Rene', Carbonaro, S. (June 5, 2023). "*Create Your Own Assessment: Measuring Student Learning using Formative Assessment and Multiple-Choice Exams in Curricular & Co-Curricular Spaces.*" Workshop at Association for the Assessment of Learning in Higher Education, New Orleans, LA.

Singer-Freeman, K., Robinson, C., Heiser, C. A., Hoshaw, J., Bureau, D., **Taylor, J.**, Aaron, R. W., White-Goyzueta, K., & Popp, S. (2022). *Implementing the Grand Challenges in Assessment Strategic Plans.* Panel Session. *Assessment Institute.*

Taylor, J., Abras, C., Hoshaw, J., Morse, R., & Schmauder, R. (2022). How do you know your students know what you want them to know? Panel Session. *Assessment Institute*.

Taylor, J., Flateby, T., & Ghasemi, A. (2022). Assessment empowered: What are institutions doing? Where do we go from here? Paper presentation. *Association for the Assessment of Learning in Higher Education Conference*.

Taylor, J., Hoshaw, J., Carney, E., Charsha, A., Abras, C., Lauka, B., & Fu, J. (2022). How do you know your students know what you want them to know? Pre-recorded Panel Presentation. *Association for the Assessment of Learning in Higher Education Conference*.

Singer-Freeman, K., Hill, Y., Arciero, A., Milligan, S., & **Taylor, J.** (2022). Implementing the Grand Challenges in Assessment Strategic Plans. Panel Session. *Association for the Assessment of Learning in Higher Education Conference*.

Taylor, J. (2022). Growth mindset behavior: Using student records to understand the student response to grades and feedback. Roundtable Session. *Council for the Study of Community Colleges Conference*.

Flateby, T., Sweetland, Y., Gregg, P. Bartholomew, T., **Taylor, J.,** & Kahn, S. (2021). Knowledge Development Task Force preliminary findings. *Association for the Assessment of Learning in Higher Education Conference*.

Taylor, J. & Tipton, J. (2020). Collaborative teaching, sequential core, and peer reviews in a doctoral program. ACA Summit: A community of innovation. (Presentation held during 2021 Conference due to Summit cancellation).

Kelly-Riley, D. & Slotnick, R. (2020). Immediate improvements Grand Challenges group: Use assessment findings to direct immediate pedagogical improvements. *Association for the Assessment of Learning in Higher Education Conference*.

Contributing Author

Flateby, T., Sweetland, Y., Gregg, P. Bartholomew, T., **Taylor, J.,** & Kahn, S. (2020). Knowledge Development Task Force update. *Association for the Assessment of Learning in Higher Education Conference*.

Taylor, J. (2020). Academic feedback response: Identifying community college student success. Presentation to National Science Foundation (NSF) during the Institute for Research on Innovation & Science workshop: *Joining the data revolution: Big data and social science research*.

Taylor, J. (2018, April). *Analyzing two-year college student success using structural equation modeling*. Poster presentation at Spring 2019 Student Research and Creativity event, Bellarmine University, Louisville, KY.

Taylor, J. (2017, May). *Student success support services at Vincennes University as discovered by an intern*. Session conducted for Vincennes University Professional Development Day, Vincennes, IN.

Taylor, J. (2016, June). *Supervisor education training*. Co-presenter for Ivy Tech Community College—Sellersburg, Sellersburg, IN.

Taylor, J. (2016, August). *IVYT faculty development for discipline dialogue day*. Session conducted for Ivy Tech Community College Discipline Dialogue Day, Indianapolis, IN.

Taylor, J. (2016, August). *Teaching the co-requisite to support student success: A faculty perspective*. Invited talk for Jefferson Community and Technical College through Complete College America, Louisville, KY.

Taylor, J. (2015, April). *Tapping the majority: Encouraging adjunct development to achieve student success*. Co-presenter for Ivy Tech Community College Program Chair Summit, French Lick, IN.

Taylor, J. (2014, April). *Trouble-shooting the co-req*. Panelist for the Ivy Tech Community College Statewide Co-Requisite Faculty Professional Development, Indianapolis, IN.

Taylor, J. (2014, April). *Best Practices for English 095*. Co-presenter for the Ivy Tech Community College Statewide Co-Requisite Faculty Professional Development, Indianapolis, IN.

Taylor, J. (2008, April). *Mother-figures in Victorian fiction: Working-class maternal replacements in "The Story of an African Farm."* Presenter at the Indiana University Women's and Gender Studies Undergraduate Student Conference, Kokomo, IN.

Taylor, J. (2008, April). *Mother-figures in Victorian fiction: Working-class maternal replacements in "The Story of an African Farm."* Presenter at the National Conference for Undergraduate Research, Salisbury, MD.

Taylor, J. (2008, March). *Trends in First-year Programs: Research Exploring Pre-college Experiences*. Presenter at the Indiana University Southeast Research Conference, New Albany, IN.

Taylor, J. (2007, April). Lily Bart, Ellen Olenska, and May Welland: The ideal and the real? Presenter at the Indiana University Women's and Gender Studies Undergraduate Student Conference, Fort Wayne, IN.

Faculty Member	Courses	Student Count (doctoral)	Student Count (UG)	Course Count	Dissertation/RPOP Chair	Dissertation/RPOP Co-Chair	Dissertation/RPOP Method.	Dissertation/RPOP Committee
Crawford		36.33	0.00		21.00	0.00	7.50	12.00
FT	LEAD 7020 Research & Inquiry (with Pipes)	9.50						
FT	LEAD 7500 Learning Models, Design, and Communication (with Pipes)	2.50						
FT	LEAD 7830 Higher Education: Administration and Leadership (with Williamson)	9.00						
FT	LEAD 7550 Leadership Perspectives: Cultural Issues and Influence (with Breakey)	4.00						
FT	LEAD 7870 Higher Education: Instruction and Assessment (with Rausch)	7.00						
FT	LEAD 7700R Pre-Dissertation Seminar (with Pipes and Taylor)	3.33						
FT	LEAD 7997R Individual Studies: Communication, Change, and Planning Leadership	1.00						
Taylor		30.83	0.00		2.00	0.00	16.00	2.00
FT	LEAD 7060 Inquiry and Evaluation (with Pipes)	6.50						
FT	LEAD 7640 Program Evaluation: Outcomes	11.00						
FT	LEAD 7700R Pre-Dissertation Seminar (with Pipes and Crawford)	3.33						
FT	LEAD 7750 Pre-Project of Practice	2.00						
FT	LEAD 7820 (with Browne)	6.00						
POT1	LEAD 7750 Pre-Project of Practice	2.00						
Rausch		25.00	0.00		23.00	0.00	0.00	16.00
FT	LEAD 7010 Leadership and Learning: Theory to Practice (with Harbison)	9.50						
FT	LEAD 7050 Leadership: Learning and Professional Practice (with Breakey)	6.50						
FT	LEAD 7870 Higher Education: Instruction and Assessment (with Crawford)	7.00						
FT	LEAD 7250 Organizational Theory, Development, and Transformation (with Harbison)	2.00						
Browne		6.00	71.00		0.00	0.00	0.00	2.00
FT	LEAD 7820 Data-Informed Aspects (with Taylor)	6.00						
FT	LEAP 3800 Prior Learning Portfolio Development		4.00					
FT	LEAP 4900 Capstone Application Seminar		19.00					
POT1	LEAP 4040 Outcomes Measurement for Decision-Making		30.00					
POT2	LEAP 4305 Application of Mission, Vision, and Values in Organizations		18.00					
Harbison		25.00	7.00		0.00	0.00	0.00	6.00
FT	LEAD 7010 Leadership and Learning: Theory to Practice (with Rausch)	9.50						
FT	LEAD 7250 Organizational Theory, Development, and Transformation (with Rausch)	2.50						
FT	LEAD 7465 Comprehensive Assessment Prep	13.00						
POT2	LEAP 4991R Current Topics: Harnessing a Mission Focus Mindset for Military Experience		7.00					
Breakey		10.50	84.00		0.00	0.00	0.00	1.00
FT	LEAD 7050 Leadership: Learning and Professional Practice (with Rausch)	6.50						
FT	LEAD 7550 Leadership Perspectives: Cultural Issues and Influence (with Crawford)	4.00						
POT1	LEAP 3010 Practice of Applied Leadership		28.00					

[illegible]

Doctoral Faculty - FACULTY LOAD - Period covered (Fall - 2024)

Faculty Member	Doctoral Registered Students Units	Undergrad Registered Students Units	Advisor Units	Diss. Chair Units	Diss. Co-Chair Units	Diss. Method Units	Diss. Comm Units	Scholarship Units	Leadership Role	Totals
Crawford	163	0		84	0	19	12		60	338
Taylor	139	0		8	0	40	2			189
Rausch	113	0		92	0	0	16		60	281
Browne	27	213		0	0	0	2			242
Harbison	113	21		0	0	0	6	15		155
Breakey	47	252		0	0	0	1			300
Pipes	98	0		0	0	0	1	30		129

Registered students: Registered student x course hours

Advisor: Assigned advisees x 1 (per semester)

Example: 10 assigned advisees x 1 = 10 x 1 = 10 load units

Dissertation Chair: Registered student x 4 (per semester)

Example: 3 students x 4 (per semester) = 3 x 4 = 12 load units

Dissertation Co-Chair: Registered student x 2 (per semester)

Example: 3 students x 2 (per semester) = 3 x 2 = 6 load units

Dissertation Methodologist: Registered student x 2 (per semester)

Example: 2 students x 2 (per semester) = 2 x 2 = 4 load units

Dissertation Committee: Registered student x 1 (per semester)

Example: 4 students x 1 (per semester) = 4 x 1 = 4 load units

Scholarship: Up to 15 unit credit per Director (per semester)

Example: 1 grant (per semester) = up to 15 load units

Leadership Role: up to 30 units

Example: Program Director up to 30 load units/program

Expectations

In addition to teaching and service, all doctoral faculty are expected to engage in research and scholarly endeavors. Scholarly work is defined in published guidelines for Promotion, Tenure, and Reappointment. Faculty may earn additional load credit when engaging in research or scholarly work significantly beyond this standard.

All qualified doctoral faculty may serve on dissertation committees, as methodologist, or committee member as appropriate.

**Summer SCH is a bit lower due to Induction of new cohorts and compressed schedule*

Program Advisor (Primary): 1 unit per student per registered

Diss. Chair : 4 units per student per registered semester

Diss. Co-Chair : 2.5 units per student per registered semester per co-chair

Diss. Methodologist: 2 units per student per registered semester

Diss. Committee: 1 unit per student per registered semester

Scholarship: up to 15 units for each grant or other scholarly activity preapproved by the Director

Leadership Role: up to 60 units

230-250 Tenure Track
260-280 Professor of Practice

APPENDIX F UTC Library Learning and Information Resources

UTC Library Program Review and Accreditation Report

College of Health, Education and Professional Studies

Learning and Leadership Programs

Review completed July 2024

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UTC Library General Information

The mission of the UTC Library is to connect our community with the information, skills, and resources needed to discover, create, and share knowledge. We provide access to high quality services and materials in a welcoming environment that supports the journey toward academic success and lifelong learning.

Learning and Leadership students and faculty study a broad swath of subjects, and therefore the entire library catalog supports their scholarship. The UTC Library offers a comprehensive suite of materials, services, and programming to help students, faculty, and staff succeed.

The UTC Library employs 26 Faculty Members and 19 full-time staff members to support the students, staff, faculty, alumni, and campus community.

This report uses data from July 1, 2022 - June 30, 2023, which is the FY2023 fiscal year. The following snapshot shows overall library activity, and the following pages provide more detail:

UTC Library Materials, Expenditures & Services	FY2023
Physical Books	327,546
E-books	784,056
Audio-Visual Materials	349,749
Journals	124,100
Digital databases	284
Total Holdings	1,585,735
One-Time Library Materials Expenditures	\$334,205
Ongoing Library Materials Expenditures	\$1,369,363
Other Material Expenditures	\$199,569
Total Material Expenditures	\$1,903,137
Information Services to Individuals	12,371
Total Presentations to Groups	794
Total Participants in Group Presentations	11,155
Room Rentals for Private Study, Group Meetings & Media Production	30,432
Employment Hours Staffed by UTC Students	16,821
Visits to the UTC Library Website	1,029,563
Visits to the UTC Library (Physical Building)	417,181
Total Library Visits	1,446,744

UTC Library Materials

Databases, Serials, and Ongoing Expenditures

In FY2023, the library made available **124,100** journal titles, including open access titles, through subscriptions to full-text resources, databases, journal packages and individual titles.

Learning and Leadership students and faculty have access to several large, multidisciplinary full-text journal packages and databases to support their scholarship. In FY2023, the library spent **\$386,105** for materials of particular interest to the College of Health, Education and Professional Studies (CHEPS), out of the **\$1,369,363** spent for all ongoing serial and database subscriptions. The UTC community used these resources **418,768** times in the past year.

FY2023	Learning and Leadership	UTC Total
\$ Spent on ongoing serial and database subscriptions	\$386,105 (includes all CHEPS purchases)	\$1,369,363

Databases

The UTC Library subscribes to these large, multisubject databases which are especially relevant for Learning and Leadership:

- ABI/INFORM Collection
- Academic Video Online
- Business Source Premier
- JSTOR
- Web of Science
- Academic OneFile
- APA PsycINFO w/APA PsycARTICLES
- Education Collection with ERIC
- ProQuest Central

Monographs, Audio-Visuals, and One-Time Expenditures

As of June 30, 2023, the library's collection consisted of **327,546** print monographs and **784,056** electronic books for a total of **1,111,602** titles. Additionally, the library holds a collection of **349,749** physical and streaming audio/visual materials.

Each year, a portion of the library's materials budget is allocated for books, audio-visual materials, and other resources that need only be purchased once. The FY2023 library allocation for CHEPS was **\$36,226** as part of the total one-time budget of **\$334,205**.

FY2023	Learning and Leadership	UTC Total
\$ Spent on One-Time purchases	\$36,226 (includes all college-level purchases for CHEPS)	\$334,205

UTC Library Services

Interlibrary Loan

The library offers interlibrary loan (ILL) and Document Delivery services at no cost to students and faculty for materials not owned or accessible through the UTC Library. Patrons can easily submit requests through the library's online account management system, which also allows them to track the progress and status as well as receive email notifications for arrival of materials. In FY2023, **2,392** ILL requests were filled for the UTC community.

Circulation of Physical Materials

The library has generous circulation policies to support ongoing research and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In FY2023, physical monographs and audio-visual materials circulated **9,496** times.

The library also circulates laptop computers, and other tech equipment (cameras, calculators, digital recorders, external hard drives, etc.) to patrons. In FY2023, these resources were used **17,450** times.

Research and Instructional Services

The library boasts a busy and well-respected instruction program that combines traditional information literacy and research skills instruction sessions with skills-based workshops on a wide range of topics. Course-specific instruction sessions are tailored specifically to the curriculum and include information literacy and research skills tied to assignment objectives. The library's [Research and Instruction](#) department develops and teaches both general and course-specific instructional sessions tailored to specific research needs or library resources. Partnering with UTC Faculty, the Instruction Team teaches students effective research skills.

In FY2023, Instruction Librarians taught **442** (in-person + online) instruction sessions and workshops that reached **6,424** participants across all academic disciplines. Learning and Leadership students received multiple instruction sessions on Endnote™, the subscription citation management software whose use UTC requires of graduate students.

Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a particular area. In FY2023, Instruction Librarians provided **294** individual research consultations.

Departmental Liaisons

A liaison program is in place where a librarian is assigned to each academic department to enhance communication and offer custom support. Librarians are assigned based on educational background, work experience, and subject expertise. [Professor Virginia Cairns](#) is the Learning and Leadership liaison who coordinates library services with the department and manages its [library research guide](#).

Information Commons

The Information Commons is a staffed service point that offers in-person and online research help to students, faculty, staff, and members of the community. In FY2023, the Info Commons was staffed **97.25 hours/week** and fielded **1,437** research questions.

Within the Information Commons' physical space, patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of the **86 computers** loaded with [a variety of software programs supporting all university disciplines](#), or scan and print important documents.

Studio

The [UTC Library Studio](#) provides a space for the campus community to learn innovative technology and media creation skills. This well-used space provides access to 24 workstations with specialized software. In addition, the Studio lends cameras and other high-end production equipment as well as reservable spaces for students to use as they complete media projects. In FY2023, these resources circulated **3,543** times.

The Studio team also provides one-on-one consultations, small group and course-specific instruction, curriculum development, and answers point-of-need questions. In FY2023, the Studio offered **143** individual consultations and taught **234** classes, reaching **2,798** students.

Writing and Communication Center

The [Writing & Communication Center](#) (WCC) supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. In FY2023, the WCC conducted **2,511** individual consultations, and taught **96** classes, reaching **1,131** students across campus who needed assistance with courses and job materials. Of those, **43** consultations were conducted with **7** Learning and Leadership students.

Special Collections and University Archives

The [Special Collections](#) team facilitates open access to UTC's research, creative works, and publications, including masters theses and doctoral dissertations. These can be accessed through the institutional repository, [UTC Scholar](#), which makes available **2,762** items in FY2023. Special Collections also provides free and open access to cultural heritage resources that support undergraduate and graduate students, faculty, members of the community, and other scholars whose work relies on primary source materials. In FY2023, there are **102,884** cultural heritage resources available in the [Digital Collections](#).

This unit also provides instruction on using these primary sources. In FY2023, Special Collections taught **22** classes to reach **235** students across campus.

Affordable Course Materials and Data Management Planning

The library offers [Data Management](#) consultations to researchers and created the [Affordable Course Materials Initiative \(ACMI\)](#) to improve educational outcomes by lowering the cost of course materials. ACMI has saved students over **\$1,000,000** over a 5-year period.

Library Classrooms, Spaces, and Instructional Learning Technologies

The UTC Library is a state-of-the-art facility that provides students, faculty, and staff with access to private and group study rooms, conference meeting rooms, a theater classroom, and computer classrooms. The library offers the necessary technology to support the teaching, learning, and research needs of faculty and students, including a [variety of software programs](#) as well as:

- Study rooms containing LCD monitors and whiteboards.
- Conference rooms for hosting and attending online events; these rooms are equipped with projectors, podiums with Windows computers, HDMI cables, and whiteboards.
- Classrooms containing computers, presentation podiums, and built-in speakers.
- Borrowable Windows laptops, Chromebooks, high-end A/V equipment, scientific calculators, and a variety of cables, chargers, and other accessories.
- Multifunctional printing, copying, and scanning machines throughout the library.

The library coordinates with the [Disability Resource Center](#) to offer a dedicated space with the following specialized resources:

- Dragon NaturallySpeaking	- Echo Desktop
- Optelec (CCTV) printed material magnifier	- JAWS speech synthesizer
- Kurzweil 1000/3000	- ZoomText keyboard & screen magnifier

Initial Report

Learning and Leadership Doctorate Exit Survey

November 12, 2024 10:48 AM EST

Q37 - What is your gender?

#	Field	Choice Count
1	Female	49.25% 33
2	Male	50.75% 34

67

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	What is your gender?	1.00	2.00	1.51	0.50	0.25	67	100.00%	100.00%

Q39 - What is your age?

#	Field	Choice Count
1	21 - 25	0.00% 0
2	26 - 30	2.99% 2
3	31 - 35	11.94% 8
4	36 - 40	19.40% 13
5	41 - 45	8.96% 6
6	46 - 50	19.40% 13
7	51 - 55	11.94% 8
8	56 - 60	11.94% 8
9	61 - 65	10.45% 7
10	66 - 70	1.49% 1
11	71 - 75	1.49% 1
12	76 - 80	0.00% 0
13	81 - 85	0.00% 0
14	Over 85	0.00% 0

67

Showing rows 1 - 15 of 15

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	What is your age?	2.00	11.00	5.85	2.13	4.54	67	14.93%	0.00%

Q41 - How would you classify yourself?

#	Field	Choice Count
1	Non-Resident Alien	0.00% 0
2	White, Non-Hispanic	80.60% 54
3	American Indian/Alaskan Native, Non-Hispanic	1.49% 1
4	Black, Non-Hispanic	10.45% 7
5	Asian, Non-Hispanic	1.49% 1
6	Hispanic	0.00% 0
7	Two or more races, Non-Hispanic	2.99% 2
8	Unknown Race	2.99% 2

67

Showing rows 1 - 9 of 9

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	How would you classify yourself?	2.00	8.00	2.60	1.43	2.03	67	82.09%	5.97%

Q43 - In which year did you enroll in the Learning and Leadership Doctoral Program?

#	Field	Choice Count
1	2005	4.55% 3
2	2006	3.03% 2
3	2007	7.58% 5
4	2008	6.06% 4
5	2009	9.09% 6
6	2010	16.67% 11
7	2011	15.15% 10
8	2012	13.64% 9
9	2013	7.58% 5
10	2014	3.03% 2
11	2015	1.52% 1
12	2016	4.55% 3
13	2017	3.03% 2
14	2018	4.55% 3
15	2019	0.00% 0
16	2020	0.00% 0

66

Showing rows 1 - 17 of 17

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	In which year did you enroll in the Learning and Leadership Doctoral Program?	1.00	14.00	6.91	3.18	10.08	66	15.15%	4.55%

Q45 - In which state did you reside upon enrollment in the doctoral program?

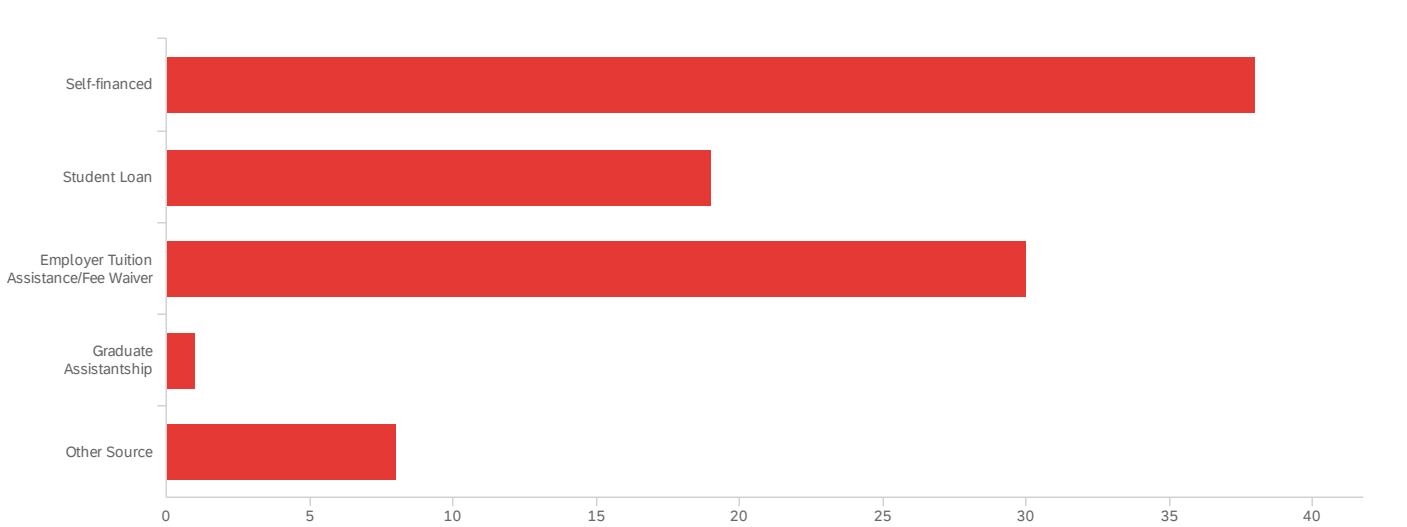


Other

Other

Kentucky

Q47 - How did you fund your doctoral program tuition? (please select all that apply)



#	Field	Choice Count
1	Self-financed	39.58% 38
2	Student Loan	19.79% 19
3	Employer Tuition Assistance/Fee Waiver	31.25% 30
4	Graduate Assistantship	1.04% 1
5	Other Source	8.33% 8
		96

Showing rows 1 - 6 of 6

Other Source

Other Source

Post 9-11 GI Bill

GI Bill

*This says check all that apply, but the radio button only allows for one selection. I used employer tuition assistance as well as student loans.

cannot select more than one here - (self, employer & student loan)

The Graduate assistantship only covered two years. I self-financed the remaining three years.

all of the above - will not let me select all

Q49 - In which year did you receive your doctoral degree?

#	Field	Choice Count
5	2012	0.00% 0
6	2013	0.00% 0
7	2014	0.00% 0
8	2015	8.89% 4
9	2016	4.44% 2
10	2017	20.00% 9
11	2018	20.00% 9
12	2019	6.67% 3
14	2020	8.89% 4
15	2021	4.44% 2
16	2022	2.22% 1
17	2023	20.00% 9
18	2024	4.44% 2
19	2025	0.00% 0

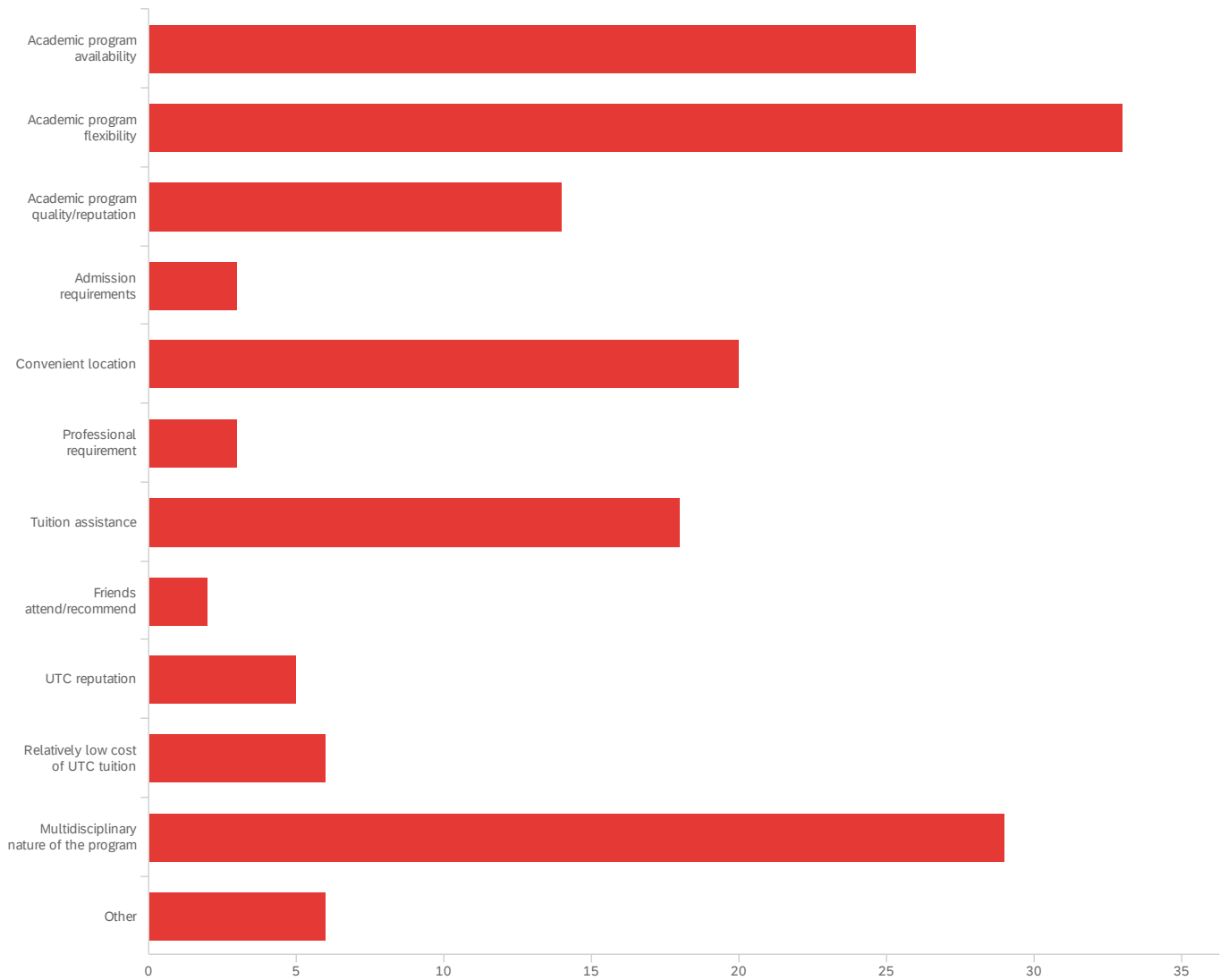
45

Showing rows 1 - 15 of 15

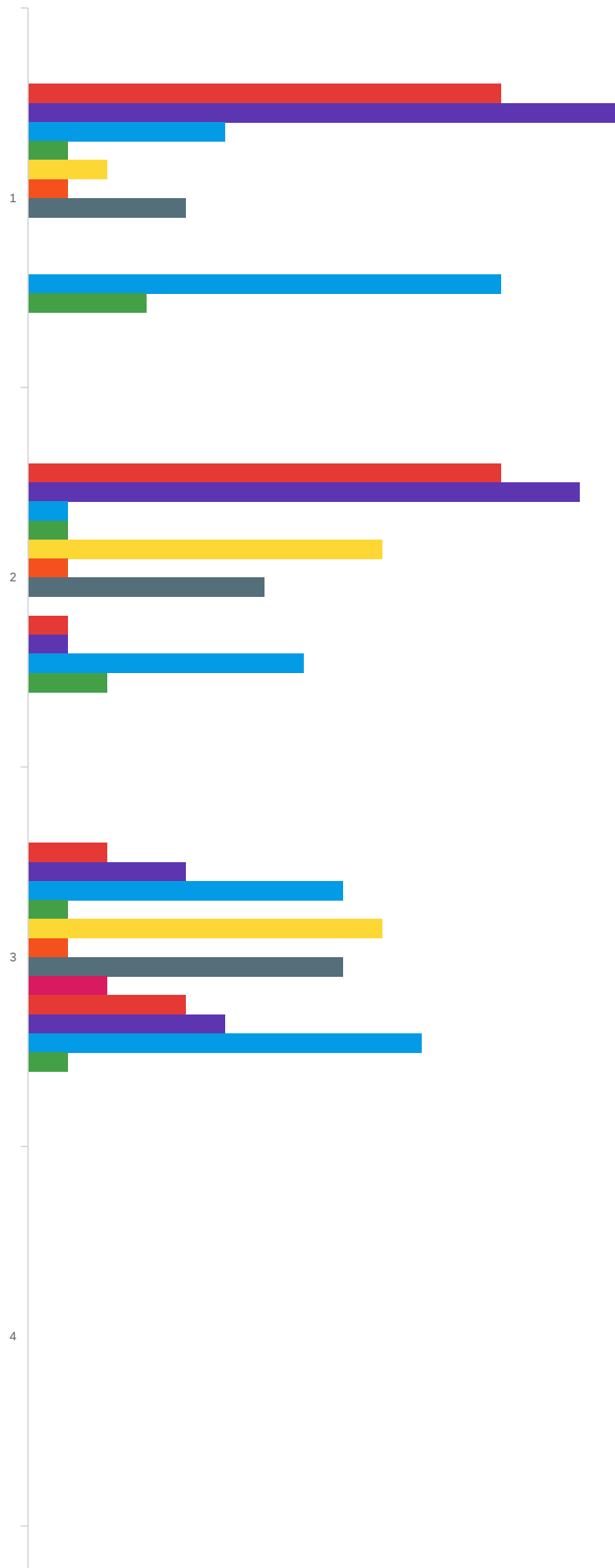
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	In which year did you receive your doctoral degree?	1.00	18.00	9.58	5.35	28.62	64	0.00%	17.19%

Q9 - What led you to this academic program? Please list the three most significant reasons for choosing UTC's Learning and Leadership Doctoral Program. Create your list by selecting and dragging the appropriate statements from the box on the left to the ranking box on the right. One (1) = most important, two (2) = slightly less important, three (3) = third most important

What led you to this academic program? Please list the three most sign...



What led you to this academic program? Please list the three most sign...



5

6

7

8

- Academic program availability - Rank
- Academic program flexibility - Rank
- Academic program quality/reputation - Rank
- Admission requirements - Rank
- Convenient location - Rank
- Professional requirement - Rank
- Tuition assistance - Rank
- Friends attend/recommend - Rank
- UTC reputation - Rank
- Relatively low cost of UTC tuition - Rank
- Multidisciplinary nature of the program - Rank
- Other - Rank



Other

Other

suggestion of a senior employee at employer (non friend)

1st Academic availability, 2nd Academic program quality reputation, 3rd multidisciplinary nature of the program

Personal Challenge

The applicability of the program to a variety of professional fields.

Reputation of the program director at time of entrance

question not ranking: (1) academic program availability; (2) multidisciplinary; (3) admission requirements

Location is close to home

Dr. Valerie Rutledge

Q11 - To what extent do you agree/disagree with the following statements:

#	Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	My doctoral program challenged me intellectually.	78.79%	52	18.18%	12	3.03%	2	0.00%	0	66
2	I perceived the intellectual caliber of the participants in my doctoral program to be doctoral level.	52.24%	35	37.31%	25	10.45%	7	0.00%	0	67
3	My relationship with other participants in the doctoral program was meaningful.	70.15%	47	22.39%	15	7.46%	5	0.00%	0	67
4	The intellectual caliber of the faculty was doctoral level.	83.58%	56	14.93%	10	1.49%	1	0.00%	0	67

Showing rows 1 - 4 of 4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	My doctoral program challenged me intellectually.	1.00	3.00	1.24	0.49	0.24	66	100.00%	21.21%
2	I perceived the intellectual caliber of the participants in my doctoral program to be doctoral level.	1.00	3.00	1.58	0.67	0.45	67	100.00%	47.76%
3	My relationship with other participants in the doctoral program was meaningful.	1.00	3.00	1.37	0.62	0.38	67	100.00%	29.85%
4	The intellectual caliber of the faculty was doctoral level.	1.00	3.00	1.18	0.42	0.18	67	100.00%	16.42%

Q13 - To what extent do you agree/disagree with the following statements about your doctoral program:

#	Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	Doctoral participants were treated respectfully by the faculty.	79.10%	53	17.91%	12	2.99%	2	0.00%	0	67
2	The quality of learning facilitation was excellent.	68.66%	46	26.87%	18	4.48%	3	0.00%	0	67
3	My engagement with the faculty was meaningful.	76.12%	51	20.90%	14	2.99%	2	0.00%	0	67

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Doctoral participants were treated respectfully by the faculty.	1.00	3.00	1.24	0.49	0.24	67	100.00%	20.90%
2	The quality of learning facilitation was excellent.	1.00	3.00	1.36	0.57	0.32	67	100.00%	31.34%
3	My engagement with the faculty was meaningful.	1.00	3.00	1.27	0.51	0.26	67	100.00%	23.88%

Q15 - Please select that which best describes your view as to the value of each of the delivery formats utilized in your doctoral program:

#	Field	Extremely Valuable	2	3	4	Not at all Valuable	Total
1	The face-to-face meetings of your core doctoral courses.	91.04% 61	2.99% 2	4.48% 3	1.49% 1	0.00% 0	67
2	The Virtual Classroom (UTC Learn) element of your core doctoral courses.	34.85% 23	39.39% 26	18.18% 12	6.06% 4	1.52% 1	66
3	The combined Hybrid delivery format (combination of face-to-face and Virtual Classroom) of your core doctoral courses.	63.64% 42	22.73% 15	7.58% 5	6.06% 4	0.00% 0	66
4	The Dissertation Couse Space through the LMS (UTC Learn).	51.06% 24	42.55% 20	6.38% 3	0.00% 0	0.00% 0	47

Showing rows 1 - 4 of 4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	The face-to-face meetings of your core doctoral courses.	1.00	4.00	1.16	0.56	0.32	67	98.51%	5.97%
2	The Virtual Classroom (UTC Learn) element of your core doctoral courses.	1.00	5.00	2.00	0.95	0.91	66	92.42%	25.76%
3	The combined Hybrid delivery format (combination of face-to-face and Virtual Classroom) of your core doctoral courses.	1.00	4.00	1.56	0.87	0.76	66	93.94%	13.64%
4	The Dissertation Couse Space through the LMS (UTC Learn).	1.00	3.00	1.55	0.61	0.37	47	100.00%	6.38%

Q17 - To what extent do you agree/disagree with the following statements:

#	Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	The coursework, seminars, readings, group work, etc. adequately prepared me for the Comprehensive Assessment.	69.57%	32	30.43%	14	0.00%	0	0.00%	0	46
2	The Comprehensive Assessment process adequately reflected my academic growth and achievement.	73.91%	34	26.09%	12	0.00%	0	0.00%	0	46
3	The quality of Program Advisement was adequate.	62.12%	41	33.33%	22	4.55%	3	0.00%	0	66
4	I received the necessary support to develop a Dissertation topic and Prospectus.	72.73%	48	22.73%	15	4.55%	3	0.00%	0	66
5	I received the necessary support to successfully write the Dissertation Proposal.	74.24%	49	24.24%	16	1.52%	1	0.00%	0	66
6	I received the necessary support to successfully conduct the Dissertation research.	69.70%	46	24.24%	16	4.55%	3	1.52%	1	66
7	I received the necessary support while writing and defending the Dissertation.	74.24%	49	24.24%	16	1.52%	1	0.00%	0	66
8	The Dissertation Course Space in the LMS (UTC Learn) assisted me with structure, planning, and ongoing progress on the Dissertation.	63.64%	42	28.79%	19	7.58%	5	0.00%	0	66

Showing rows 1 - 8 of 8

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	The coursework, seminars, readings, group work, etc. adequately prepared me for the Comprehensive Assessment.	1.00	2.00	1.30	0.46	0.21	46	100.00%	30.43%
2	The Comprehensive Assessment process adequately reflected my academic growth and achievement.	1.00	2.00	1.26	0.44	0.19	46	100.00%	26.09%
3	The quality of Program Advisement was adequate.	1.00	3.00	1.42	0.58	0.34	66	100.00%	37.88%
4	I received the necessary support to develop a Dissertation topic and Prospectus.	1.00	3.00	1.32	0.55	0.31	66	100.00%	27.27%
5	I received the necessary support to successfully write the Dissertation Proposal.	1.00	3.00	1.27	0.48	0.23	66	100.00%	25.76%
6	I received the necessary support to successfully conduct the Dissertation research.	1.00	4.00	1.38	0.65	0.42	66	98.48%	30.30%

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
7	I received the necessary support while writing and defending the Dissertation.	1.00	3.00	1.27	0.48	0.23	66	100.00%	25.76%
8	The Dissertation Course Space in the LMS (UTC Learn) assisted me with structure, planning, and ongoing progress on the Dissertation.	1.00	3.00	1.44	0.63	0.40	66	100.00%	36.36%

Q19 - To what extent do you agree/disagree with the following statements:

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	Support provided by the Program Office was adequate.	87.88% 58	10.61% 7	1.52% 1	0.00% 0	66
2	Communication provided by the Program Office was adequate.	84.85% 56	13.64% 9	1.52% 1	0.00% 0	66
3	The learning facilities for face-to-face sessions were adequate.	71.64% 48	28.36% 19	0.00% 0	0.00% 0	67

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Support provided by the Program Office was adequate.	1.00	3.00	1.14	0.38	0.15	66	100.00%	12.12%
2	Communication provided by the Program Office was adequate.	1.00	3.00	1.17	0.41	0.17	66	100.00%	15.15%
3	The learning facilities for face-to-face sessions were adequate.	1.00	2.00	1.28	0.45	0.20	67	100.00%	28.36%

Q21 - To what extent do you agree/disagree with the following statements:

#	Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	The induction/orientation experience was a significant element of my doctoral program.	53.73%	36	34.33%	23	8.96%	6	2.99%	2	67
2	My doctoral program prepared me for my professional goals and directions.	68.66%	46	26.87%	18	4.48%	3	0.00%	0	67
3	I would recommend UTC's Learning and Leadership Doctoral Program to others.	72.73%	48	22.73%	15	1.52%	1	3.03%	2	66

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	The induction/orientation experience was a significant element of my doctoral program.	1.00	4.00	1.61	0.77	0.60	67	97.01%	46.27%
2	My doctoral program prepared me for my professional goals and directions.	1.00	3.00	1.36	0.57	0.32	67	100.00%	31.34%
3	I would recommend UTC's Learning and Leadership Doctoral Program to others.	1.00	4.00	1.35	0.66	0.44	66	96.97%	27.27%

Q23 - As a result of completing your doctoral program, how well prepared were you in relation to the following:

#	Field	Extremely Well Prepared		Well Prepared		Somewhat Prepared		Poorly Prepared		Not at all Prepared		Total
1	Overall within all coursework: Critical Reflection: Engage in reflective practice that is insightful and relevant in relation to experiences and constructed knowledge.	70.15%	47	26.87%	18	1.49%	1	1.49%	1	0.00%	0	67
2	Synthesis of Theory and Practice: Connect appropriate theoretical constructs to experiences to demonstrate deep understanding.	67.16%	45	29.85%	20	2.99%	2	0.00%	0	0.00%	0	67
3	Professional Growth: Apply learning in a relevant and meaningful way to your workplace.	76.12%	51	19.40%	13	1.49%	1	1.49%	1	1.49%	1	67
4	Specifically within each competency area: Organizational Effectiveness: Demonstrate working knowledge of ethical behavior, foundations of organizational history and philosophy, and emerging trends.	65.67%	44	29.85%	20	2.99%	2	1.49%	1	0.00%	0	67
5	Learning: Demonstrate a working knowledge of human and organizational learning and cognition theories.	73.13%	49	25.37%	17	0.00%	0	1.49%	1	0.00%	0	67
6	Leadership: Demonstrate a working knowledge of leadership theories, transformation, change and human behavior.	80.60%	54	17.91%	12	0.00%	0	1.49%	1	0.00%	0	67
7	Communication: Demonstrate a working knowledge of human and organizational communication and appropriate and skillful use of verbal and written communication.	65.67%	44	28.36%	19	4.48%	3	1.49%	1	0.00%	0	67
8	Measurement: Demonstrate a working knowledge of theory and practice in individual and organizational assessment strategy.	53.73%	36	34.33%	23	8.96%	6	2.99%	2	0.00%	0	67
9	Research: Demonstrate a working knowledge of the analysis and synthesis of existing research, and the ability to develop, conduct, and report new research.	70.15%	47	22.39%	15	4.48%	3	2.99%	2	0.00%	0	67
10	Technology & Innovation: Demonstrate a working knowledge of the relationship between innovation and technology and the application of current technology in learning and leadership.	52.24%	35	35.82%	24	7.46%	5	2.99%	2	1.49%	1	67

Showing rows 1 - 10 of 10

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Overall within all coursework: Critical Reflection: Engage in reflective practice that is insightful and relevant in relation to experiences and constructed knowledge.	1.00	4.00	1.34	0.59	0.34	67	98.51%	2.99%
2	Synthesis of Theory and Practice: Connect appropriate theoretical constructs to experiences to demonstrate deep understanding.	1.00	3.00	1.36	0.54	0.29	67	100.00%	2.99%
3	Professional Growth: Apply learning in a relevant and meaningful way to your workplace.	1.00	5.00	1.33	0.72	0.52	67	97.01%	4.48%
4	Specifically within each competency area: Organizational Effectiveness: Demonstrate working knowledge of ethical behavior, foundations of organizational history and philosophy, and emerging trends.	1.00	4.00	1.40	0.62	0.39	67	98.51%	4.48%
5	Learning: Demonstrate a working knowledge of human and organizational learning and cognition theories.	1.00	4.00	1.30	0.55	0.30	67	98.51%	1.49%
6	Leadership: Demonstrate a working knowledge of leadership theories, transformation, change and human behavior.	1.00	4.00	1.22	0.51	0.26	67	98.51%	1.49%
7	Communication: Demonstrate a working knowledge of human and organizational communication and appropriate and skillful use of verbal and written communication.	1.00	4.00	1.42	0.65	0.42	67	98.51%	5.97%
8	Measurement: Demonstrate a working knowledge of theory and practice in individual and organizational assessment strategy.	1.00	4.00	1.61	0.77	0.60	67	97.01%	11.94%
9	Research: Demonstrate a working knowledge of the analysis and synthesis of existing research, and the ability to develop, conduct, and report new research.	1.00	4.00	1.40	0.71	0.51	67	97.01%	7.46%
10	Technology & Innovation: Demonstrate a working knowledge of the relationship between innovation and technology and the application of current technology in learning and leadership.	1.00	5.00	1.66	0.86	0.73	67	95.52%	11.94%

Q25 - To what extent do you agree/disagree with the following statements:

#	Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	I created the opportunity to participate in meaningful research with faculty members.	40.91%	27	48.48%	32	7.58%	5	3.03%	2	66
2	I created the opportunity to present at professional/academic conferences.	34.33%	23	47.76%	32	13.43%	9	4.48%	3	67
3	I created the opportunity to attend professional/academic conferences or seminars.	37.31%	25	47.76%	32	11.94%	8	2.99%	2	67

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	I created the opportunity to participate in meaningful research with faculty members.	1.00	4.00	1.73	0.73	0.53	66	96.97%	59.09%
2	I created the opportunity to present at professional/academic conferences.	1.00	4.00	1.88	0.80	0.64	67	95.52%	65.67%
3	I created the opportunity to attend professional/academic conferences or seminars.	1.00	4.00	1.81	0.76	0.57	67	97.01%	62.69%

Q27 - Are you currently employed?

#	Field	Choice Count
1	Yes	94.03% 63
2	No	5.97% 4

67

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Are you currently employed?	1.00	2.00	1.06	0.24	0.06	67	100.00%	100.00%

Q31 - Has receiving a doctoral degree had an effect upon your career?

#	Field	Choice Count
1	Yes	80.60% 54
2	No	19.40% 13

67

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Has receiving a doctoral degree had an effect upon your career?	1.00	2.00	1.19	0.40	0.16	67	100.00%	100.00%

Q33 - What effect has receiving a doctoral degree had upon your career? Please describe.

What effect has receiving a doctoral degree had upon your career? Please de...

Having a terminal degree has allowed me to apply for tenure and hopefully receive a promotion.

Salary increase; asked to engage in additional leadership opportunities.

Been able to teach at university

This program has provided the educational achievements to set me up for my current position and any other promotion within my university.

Becoming a better researcher has enhanced my ability to teach at two institutions of higher learning.

The doctoral degree has provided me with additional tools for conducting and evaluating research. This is an essential part of my practice.

I feel confident I would not be in my current role had I not been enrolled in, and close to completing, my PhD. Completing the degree has had no immediate impact, other than now I do not have to correct people when they address me as doctor. I have no idea if having earned the degree will have any impact on future promotions or positions.

My doctoral degree will allow me to continue as an Associate Dean and apply for promotion to full professor.

increase in salary provided more opportunity for advancement

I afforded me the opportunity to accept a full-time faculty position.

Earning my doctoral degree has opened the door for more opportunities in higher education, including teaching at the doctoral level.

Potential for career advancement and increase in compensation

Possessing a terminal degree was a requirement for my current career. Additionally, the doctoral program prepared me for my teaching and research obligations.

I meet the requirements for the director and associate dean positions I am now seeking.

I had not yet earned my degree when I was promoted, however, I feel that my doctoral candidacy assisted my application to serve as Vice President at my Community College.

It has provided validation for the research and papers I submit to journals and other publications.

This process has improved my ability to develop, implement, and lead learning for students and professional educators.

Has prepared me to look towards other research and writing opportunities especially in concert with faculty. In addition, recognition of higher degree is useful in interactions at place of employment, higher ed institution.

I have been able to engage into more organizational processes with a learning foundation of theory and practice. I have a greater appreciation of

What effect has receiving a doctoral degree had upon your career? Please de...

management in terms of coworkers, projects, assessment of quality and production, business priorities, and goal setting with achievements.

The position I recently began was doctorate preferred, and I believe that having one, especially in Learning and Leadership, made me a stronger candidate and positively influenced my interview process. The program also prepared me to serve in this role and provided me with essential knowledge to not only succeed but make high quality contributions to the future of the department.

The degree has given me more leadership opportunities with my current employer.

Obtaining my doctoral degree has provided me with career advancement opportunities both within and outside my current field of expertise.

Immediate professional promotion and certain future career growth.

Provides opportunity for promotion and marketability at other institutions

I received a significant pay raise, and I am now attempting to find employment at the college level as an adjunct, in hopes that it will propel me into opportunities at the university level.

The program has allowed me to better understand and relate to our stakeholders and organization as a whole.

I have been giving more coaching opportunities and leadership roles in my school. I am frequently called upon by colleagues and administration for advice.

It has provided me opportunities to lead more professional seminars, receive a job title change, and receive a pay raise.

It has opened opportunities that would not otherwise be available to me.

Within my current field, the doctoral degree allows for greater opportunity for potential leadership positions.

I now have the credentials that allow me to teach more courses. Additionally, I was promoted to Chair of the department.

Increased responsibility at work.

I incorporated many of the projects for work and the faculty helped me. I have presented much of this work.

The entire process--though I did not talk about it that much to my employers and coworkers--has increased my self-esteem and my leadership abilities, both actual and perceived. It has garnered me much respect and admiration among my peers. There was a moderate pay raise for my efforts, as well.

It gives me credibility. I am in a position that has a certain level of expectation of expertise, and my doctorate provides that.

It is now easier for me to get assignments to teach semester-long classes. It has also had the effect that other faculty on campus consider me more of a peer now that I hold the doctorate.

The program has opened more doors for future opportunities.

Prepared for my position

It has not had an effect such as a promotion at this point. However, it has had effects such as allowing me to view issues from various perspectives that I might not otherwise have considered, and allowing me to engage more richly in research for my profession and with my students (which was

What effect has receiving a doctoral degree had upon your career? Please de...

my original goal for attending the program). To me, those are more worthy goals than titles can afford (though I will appreciate the slight pay increase if I receive a full professorship, for which I will now become eligible). :)

Receiving my doctoral degree has allowed my career to expand tremendously. I am now qualified to take on almost any position at the institution. I am more confident when collaborating with faculty who have a doctoral degree; therefore, I am better able to relate to them.

Terminal degrees always add ethos in academia.

I take myself more seriously. I now have the confidence to be a leader rather than a low-level lackey.

As of my writing this, it is difficult to assess. I am in the middle of a job search and I thought at this point and time I would have more offers to interview, but that has not been the case. I have been assured by both UTC LEAD faculty, UTC faculty, and other academic faculty from other institutions that the degree along with my dissertation research that the degree will have a positive effect upon my career and future.

I retired from the State of TN in June 2013 due to family health issues. Earning a doctoral degree opens doors in most occupations. Currently, I work on a part-time basis counseling military families in transition.

Advancement in my career

The completion of the EdD program in Learning and Leadership has provided me additional opportunities for advancement in higher education, both administratively and in regards to potential teaching flexibility.

My part-time job is teaching at a local college. Working on this degree has helped me to reconnect with what learning is about and ways I can develop my classes to the fullest.

Salary increases, potential for promotion, academic/professional credibility among my colleagues, etc.

I have been relieved in my present job with greater respect. I am looking at additional career options that I would not have been able to obtain without this degree.

Q35 - Would you enroll in this doctoral program again? Please explain.

Would you enroll in this doctoral program again? Please explain.

Yes. The program was very good

I have asked myself this question multiple times, and the answer is always "Yes." I feel empowered as a scholar-practitioner and was able to draw a direct connection between my professional practice and studies with all coursework. The cohort model, hybrid nature, and program design were perfect for my learning style. The support and guidance from the faculty were unmatched. I am a better practitioner because of LEAD.

Yes. I enjoyed the process very much, starting with the core courses and engaging with cohort peers. I found my cohort peers to all be sharp and capable professionals. While there was a lot of reading and writing, it was a wonderful challenge.

Yes, it was great to experience and I appreciate continuing to learn.

Yes, I would. I loved the cohort model. However, the dissertation process could have been better. I felt I could have completed the work a lot quicker than I did.

Absolutely! The professors and other members of the UTC lead team provided their knowledge and support throughout the entire process.

Yes, the education was excellent and the support of the faculty allowed me to navigate life while pursuing this degree.

We have talked about this. Knowing what I know now, I might not enroll again. The learning was great, but requiring working adult students to work alone on their dissertations was not supportive. That model work best when doctoral students are full-time and receiving stipends, while working in someone's lab, but there has to be a better way for working adults. I will encourage anyone who asks me about doctoral studies to inquire about dissertation procedures before enrolling. Finally, I didn't realize how complacent universities have become on institutional educational assistance, until I left the state. It may be the same at my current institution, although the benefits are local and not provided system-wide.

Yes. I wish I had done this when I was younger.

Yes. The program was a perfect fit for a working adult with children.

Yes, I found it challenged me to further develop.

Yes but as a PhD student

Yes. As I reflect on my time in the program I am able to observe substantial personal and professional growth. Both the demands of the program and course materials helped drive this growth.

My enrollment was situational. So yes, if the right opportunity and situation presented itself.

Yes, I valued the learning component of the coursework. It challenged me positively in ways I did not expect or anticipate.

Yes. The multidisciplinary approach combined with the hybrid delivery was convenient for working individuals from a variety of backgrounds. I felt the learning I achieved in the program was the kind of learning I desired.

Yes. The education quality was high, and it opened opportunities for several career paths.

Yes. I appreciated how this program began as a constructivist model of learning. In the beginning, I was able to focus on the areas that were important to me and my professional growth.

Would you enroll in this doctoral program again? Please explain.

Yes. The rigidity, structure, and flexibility of program are ongoing positives.

Yes. I now know how I learn and what I would need to prepare for in terms of time, commitment, and the self-confidence to succeed.

Yes. I loved the hybrid model and flexibility. It was challenging but also supportive. I learned a lot, and I believe I've grown as a person and a professional as a result of this program.

Yes, I'm happy with the way the program has helped me to grow personally and professionally.

Yes! I learned a lot, and I really enjoyed the coursework.

Yes - Cohort model, hybrid design of classes, challenging yet helpful faculty

I would enroll in this doctoral program again. The program competencies provided me with a broad knowledge base that will be applicable across a range of learning and leadership opportunities.

Absolutely! The program and faculty are amazing.

I would enroll in the program again, but probably at a later date now that Ph. D. is approved.

Yes, I really enjoyed it and learned a lot. I have matured a great deal and I believe this program helped.

If I was in the same place I was in 2011, then yes. The program certainly had a large impact on me but it is too soon to tell if it will effect my career I suspect and certainly hope so).

Yes, If I was younger, I would enroll in the program. At this time in my life and situation, I would probably not enroll again.

Yes... it was a long road, but also a great learning adventure.

Yes. I recommend this program to everyone who is interested in earning a doctoral degree. The hybrid nature of the course delivery makes it much more manageable for working adults. The faculty, courses, and facility are top-notch.

Yes. It provided great insight into high education and my career.

Yes. It met my personal objectives and has provided me the ability to use what I learned in my current job role.

Yes definitely!

There are many aspects of this experience I would not want to repeat, but the conditions were largely of my own making, so that is on me. I enjoy classroom interaction, so after being "cut loose," as it were, I experienced a bit of shock and difficulty.

Yes, for the material I learned, but no, for the work involved!

I would. I had a wonderful experience with the faculty who offered high quality learning experiences and helped me build my research skills, and the delivery format of the program ensured that I could do the work while maintaining my full-time job, whcih was a requirement due ot my family circumstances.

yes, good experience!

Definitely. Best career decision I ever made.

Would you enroll in this doctoral program again? Please explain.

NO!

Absolutely. This was an incredible growth experience. I have endorsed this program to several individuals with whom I have spoken.

Yes, the return on my investment is unmeasurable.

Yes. It was a great experience.

Yes.

This question can be answered from a couple of different perspectives. For example, if I were to start again, no knowing about the work and struggles of my doctoral journey, then yes I would definitely enroll again because the overall process and experience has been very positive for me. However, knowing what the struggles I endured throughout my doctoral journey and the perseverance it took to complete the degree, I would not pursue another doctorate. The bottom line is I would definitely recommend this program to others seeking a doctoral degree.

Yes. I wanted the doctoral degree from "me". This has been a good program for me.

No, I would not enroll in the program as it is currently. I was a member of the pilot for the Extended Delivery Format which I found to be a positive and productive environment for academic exploration on the graduate level. The program as it exists today would not appeal to me and would not allow the same experience.

Not sure, it seems the focus has changed. The variety of faculty is more limited and the availability of face to face instruction has become smaller.

It depends on personal and professional circumstances. If I were to enroll, I would be sure to ask additional questions of the program administrators and faculty to ensure the program would actually (or would actually be able to) meet my professional/personal needs.

I probably would because it was manageable even with my current job. I feel like I learned some valuable information and that I have progressed as a scholar.

Yes

Yes and no. Yes - most of the faculty in this program were fantastic. Very interested in student success and passionate about the discipline they were teaching. I felt valued and respected as a young professional/scholar. Also, the cohort model is a significant benefit. No - The program has changed considerably since I first enrolled. The focus seems to have shifted more toward leadership in a corporate setting. The emphasis on learning (and learning within the context of leadership) is what initially interested me in the program. I am not sure that the current program is appropriately housed (within the SOE) -- it seems to be more suited to be marketed as an organizational leadership program. I realize that the electives do give each participant the ability to formulate their own program of study, but I would have preferred a more deliberate connection to leadership within a learning context. It would also be helpful if there were more doctoral electives. Some of the UTC graduate courses I took as electives were not very helpful.

No. The program is going in entirely the wrong direction by reducing flexibility and role of community leaders. UTC is missing a huge opportunity here. It's sad. If I was successful in this program it was in spite of the institution, not because of it.

Yes, as my desire is to teach full-time in a higher education institution upon retirement from my present job.

Yes, though I would probably move through the program at a slower pace.

Yes, its convenience combined with quality made it a great option.

Q37 - Did the cohort model impact your doctoral learning experience? How or how not?

Did the cohort model impact your doctoral learning experience? How or how n...

I enjoyed most of the members of my cohort. I think traveling through some of the classes with people with which you are familiar can be good.

Yes. With the cohort model, I had a collegial support system from the very beginning. I developed friendships and had people to call, text, or have a laugh, given we were all navigating a similar academic experience. These relationships were further developed by taking the same courses throughout the core classes. Through the cohort model, one understands their colleague's professional background and can call on them to lend insight and may appreciate their perspective. A level of comfort was also achieved, allowing for transparency in conversations, especially when uncomfortable topics were discussed.

Yes. The cohort model was integral to my experience. While I did not lean on it as much as my cohort peers, the cohort enabled some peer-to-peer counseling and encouragement. It is also a wonderful opportunity to expand your professional network.

Yes, several cohort members have become personal friends.

Yes, I enjoyed hearing other perspectives within the topic. Our cohort was an excellent group.

Absolutely! The cohort provided a communication conduit that was positively reinforcing for the work that was being done.

The cohort model provided me with a group of colleagues who were able to help with challenges, questions and encouragement throughout the process, especially during the final stages of dissertation.

Yes, I really liked the cohort model. I believe it enhances program retention and completion of the courses required for the degree. I hope to follow all of my cohort members throughout our careers. Some kind of cohort experience in the dissertation phase, even if not with the same people, could be equally helpful.

The cohort experience enabled me to get to know people of different backgrounds and opinions which opened up my own thinking.

Yes. The encouragement and support I had from my fellow cohort members was extremely helpful, especially in the last few months of writing and defending the dissertation.

Having the cohort and being able to get to know those individuals and grow with them in the program was beneficial to my development.

Back in the dark ages when I started, the cohort model was very supportive and I enjoyed the comradery.

I enjoyed the cohort model of the program. While I did not feel that I struggled, I think one of the most visible impacts of the cohort model was the ability for students to encourage each other during the more difficult times. I am aware of students who were contemplating leaving the program, the rest of the cohort was able to help calm the student's concerns.

This was a very significant component of the program. I struggled and saw others flounder when the core was complete and each member went on their own path.

I have made lifelong friends as a result of my cohort.

Yes. The relationships developed in the cohort model allowed me to feel a sense camaraderie and assisted in the development of resilience in the program.

Yes. The encouragement of cohort members was an important force for completing the program.

Did the cohort model impact your doctoral learning experience? How or how n...

It was probably beneficial to go through the core classes with a cohort. As we developed relationships with other members of the cohort, we could work together and support each other as we worked through the program.

Yes, gave me opportunities to learn from others, especially those outside my professional world.

The cohort was such an integral part of learning and engaging with others from multi-disciplinary backgrounds.

I feel very close to my cohort members. Having them to bounce ideas off of and work through things with was beneficial to my process.

Yes, I enjoyed the opportunity to discuss issues with people from different backgrounds and perspectives.

The cohort model was a tremendous factor for navigating the core courses. It provided an accountability partner through the process.

Yes - The diversity of cohort members improved the learning experience. We also supported and encouraged each other over the years.

The cohort model had a positive impact on my doctoral learning experience through its provision of a peer group that shared, supported, and transformed both individually and as a unit.

Yes, the cohort model is encouraging and motivating.

The cohort model had an impact on my experience in a positive way. Cohort #5 and what I call the mini cohort, checked in and encouraged each other along the journey.

Not really, I did not depend on my cohort for resilience or motivation. My relationship with the faculty was more important to me than my peers. They provided me with numerous opportunities to grow and blossom intellectually.

The cohort did but more significantly, 4-5 members of the cohort had the biggest impact.

It was good to have a cohort to meet together for class. Beyond classtime, it did not play much a role as I was limited in the time to spend personally with fellow members of the cohort.

The cohort model was essential to both my learning and persistence. The relationships brought both encouragement and accountability.

Yes. The cohort model was very beneficial. We raised teenagers and toddlers, lost parents and loved ones, and had babies--all together. Our cohort remains very close after 5 years.

Yes, provided the push I needed sometimes.

It was beneficial to have others matriculate along with me to help share ups and downs of the course work and experience.

It provided great support initially. I miss them!

It certainly replicated the real world, both in its support and in its (occasionally uncomfortable) competitiveness.

I had a very close cohort, and we relied heavily on each other throughout the process.

It did. I bonded with my cohort, and a few (3) of us were very close as we worked on our dissertations together and encouraged each other at that critical time. The cohort format also led to quickly developing familiarity with each other and providing the feeling of a support group among colleagues. Knowing each other as we moved through the coursework created a wonderful structure of support and comfort.

Did the cohort model impact your doctoral learning experience? How or how n...

The cohort model was helpful especially in the beginning of the program.

Yes, with family life

The cohort model was a powerful draw for me into this program. I became very close with my cohort mentors and have developed professional friendships that I hope will remain long-lasting.

Yes, it provided the support needed when things were tough, and it provided camaraderie when things were more relaxed. We celebrated together and we helped each other when needed.

I wasn't particularly affected by or wild about the cohort model.

Yes and no. I very much enjoyed having close friends during while taking classes, but other problems were evident, especially when working in groups. But that's to be expected in any classroom, right? I have made a few friends from my cohort who will remain with me--both professionally and personal. Without a cohort, I doubt this would have happened.

Our cohort was extreme close and got a long very well. We were a very eclectic collection of personalities and backgrounds, yet we supported each other extremely well. There were some causes for friction as in any group, but I never felt they lasted or had a negative effect upon the group. I can't imagine going through this program or any doctoral program without a cohort or the support system that the cohort offered. Then again I have not experienced any other method, so this may not be a true reflection of the reality of most doctoral programs.

I thought having a cohort brought about cohesiveness and it helped me work through tough classes like Statistics, etc.

Yes. Because I was in the pilot program, my cohort consisted of a small group, all from different fields with different purposes. I found our interaction to be productive and impactful. We continued meeting regularly throughout the program. The regular meetings, often weekly, were among the most stimulating intellectual experiences I have had. We discussed issues, reviewed literature, recommended sources to each other, and talked about our research. The adviser played an appropriate role as educational leader, letting us demonstrate responsibility for our learning.

Yes the cohort model was extremely effective for support and intellectual stimulation and encouragement.

Yes, and unfortunately I think it somewhat weakened the experience. The program was designed in a way that is too reliant on the entire the cohort in to move forward simultaneously regardless of preparation, readiness, adequate demonstration of skills, etc

I didn't like the cohort model. I prefer learning independently, so required full-day class meetings were not helpful to me at all. I didn't feel like I got a lot of input or support from the other doctoral candidates.

Absolutely. The cohort experience has truly made this experience fun. I cannot imagine doing this program in isolation or with random folks in each class. There is something about "knowing" your classmates that makes discussion and collaboration much more meaningful.

Yes, but only on a very limited basis because of the small size of my cohort, and lack of institutional support.

Absolutely! I felt I learned a lot from my colleagues through the opportunity to get to know them better with each class we shared. The cohort model fostered a bond between us that strengthened each of us.

Yes - I learned as much from interaction with my peers as I did from interaction with my professors.

The cohort model is a good idea, although I did not find others with similar goals and needs.

I have always assumed so. We worked together on many projects. Stats was much better because of the cohort.

Q39 - What do you perceive are the greatest strengths of the UTC Learning and Leadership Doctoral Program?

What do you perceive are the greatest strengths of the UTC Learning and Lea...

The staff. Crawford is the best!!!

The greatest strengths of the program are the program structure/design, supportive faculty, cohort model, and multi-disciplinary nature. The design of the program is very clearly articulated in the doctoral guide, which I referred to on a continuous basis. The faculty was extremely supportive throughout all stages. The cohort model allowed for lifelong friendships to be made with ongoing support. The multi-disciplinary nature allowed for diversity in thought and experience to enhance the learning of all participants.

To me, the greatest strengths of this program include its hybrid nature. The focus on Saturday course work is what allowed me to obtain my manager's support to pursue this program. The admissions requirements also made this program accessible. Compared to other EdD and PhD programs it is my perception that LEAD requires a few more credit hours so while it may take a bit longer to complete, it is a very robust program unlike some degree mill programs. I'm proud that I feel my degree has great integrity.

The hybrid model and dissertation process for PhD students

The greatest strengths are the core topics on leadership, decision making, and innovation. I was able to incorporate those topics into my daily practice immediately.

I believe the quality of the professors who maintain this program is second to none.

I believe that the faculty have found a way to help students balance academics, life and learning in ways that lead to success rather than failure. Additionally, the flexibility of the hybrid model allowed the benefits of the cohort along with the flexibility of employment.

The offering of the PhD. The founding faculty members, Drs. Rausch and Crawford.

The experience enabled me to develop greater understanding of the learning processes which I had not had exposure to in my other education programs. This program really made me strive for expanding my own learning to heights I never considered before.

The cohort model The hybrid model supportive staff

I believe the program is ahead of its time. Many institutions are now just implementing programs like the L & L program which UTC has run successfully now for many years.

1.Interdisciplinary 2. Flexibility: Offering either EdD and PhD degrees to better meet the needs of the students; Hybrid format and/or 100% on-line 3. Faculty

The program is strong. Having to identify strengths leads me directly to the faculty. The faculty is the strength of the program. From subject knowledge to organizational skill, the faculty made the program work.

Dr. Miller, the cohort model, and the core class f2f discussions.

I loved the in person classed in Kingsport. I'm sorry UTC has not continued with those.

The multidisciplinary approach is quite valuable, and the main reason for my decision to join the program. I am hoping to use the degree to enter into a leadership role and feel the diversity of topics will help me work in a variety of fields, should I choose to.

What do you perceive are the greatest strengths of the UTC Learning and Lea...

The high standards for study and writing.

I think the greatest strength of this program was the expectation for excellence. The work that is being completed by doctoral candidates is expected to be of high quality.

See number one above. In addition, knowledgeable, encouraging, and caring faculty who helped keep you focused and moving forward.

The cohort model, the hybrid classroom, and the face-to-face interaction to activate learning and listening.

The cohort model, the hybrid classroom approach, the high quality faculty, and the programmatic support from Becca.

Flexible program, quality faculty, reliable staff, relatively low cost.

Flexible course schedule, emphasis on literature and professional practice, knowledgeable faculty

Cohort and hybrid designs

The greatest strengths of the program are its weaving of coursework across competency areas and the scaffolding of its instructional design.

The greatest strengths are the cohort model, the diversity of candidates (experience, education, field of study, and background), as well as the hybrid instructional model.

The faculty hands down. Also the flexibility of the program.

The biggest strength was the overall style of the program. There was always a level of rigor yet the faculty were not overbearing--they tended to allow a great deal of latitude in how the various courses were completed and had a deft touch at guiding the individual classes and the overall program.

The greatest strengths: 1) Experienced and professional staff 2) Hybrid model

The rigor. The cohort model. The focus on competency development. The philosophy of scholar/practitioner.

The faculty, program design, and support staff.

The faculty and staff...great place!

Flexibility of the program and the course work while maintaining rigorous academic standards. Faculty involvement from the beginning holding the participant to the standard which would be required during the dissertation phase was very helpful. It would have been frustrating to be given a "free ride" during the beginning coursework just to be hammered during the dissertation phase.

Cohort initially, multidisciplinary outlook, and flexibility of the faculty without sacrificing rigor

Certainly the flexibility to tailor the direction of my learning to best coincide with my interests and future dreams

The cohort model and the faculty.

The faculty - both their expertise and their commitment to the development of their students. Specifically, Drs. Rausch, Miller, and Crawford were exceptional.

The professors are excellent!!

What do you perceive are the greatest strengths of the UTC Learning and Lea...

Professors

Dedicated faculty and staff top the list of strengths in this program. The dissertation process drove home the impact of the importance of not only faculty relationships, but the dedication each of these people have to their own educational profession and to their students. They are an amazing support structure.

The greatest strength of the UTC LL Doctoral Program is the research that is required. Learning how to research has changed my life forever. The faculty were amazing in how they supported each of us in every way.

The multidisciplinary aspect of it along with the amazing support of the faculty.

The greatest strength is the multi-disciplinary approach. In each class I was able to apply theory to practice--to see how what I learned affected what I did. I feel that I am a MUCH better evaluator and researcher because of theory. Of course, the results were sometimes upsetting. When taking a course in curriculum development, I entirely redesigned a course that I was teaching in order to reflect best practices. But when these new ideas were put into action, everything failed--miserably, in fact.

I had been told by several friends and colleagues that our program was unique in one major area. Other program, the faculty put the student through hell to complete the degree. I have heard several stories about faculty who felt that since their journey was made difficult by some faculty members or others along the way, they felt it was their obligation or a right of passage to make their student or other students' journey difficult. I never, ever felt that occurred in this program. I always felt supported and encouraged by the faculty of the LEAD program. The hybrid delivery system was definitely an asset. Although the discussion boards were a bit monotonous they were educational and insightful.

Multi-disciplinary.

The greatest strength of the UTC Learning and Leadership doctoral program is the opportunity to apply theory to practice with the support of faculty and the resources of the university. The learnings most helpful to me were critical reflection, research techniques, and the cohort meetings. What made this program work well for me was the flexibility to take courses in an order that worked for my needs and to apply coursework to my areas of interest. The independent study was an essential feature of the program. In the independent study I applied theory learned in coursework to areas of study that applied to my field of interest. The regular meetings of the cohort helped me to reflect on what I was learning and see how others were applying their studies. The combination of independent study with my adviser, coursework with faculty, and regular cohort meetings provided the support necessary for doctoral level work. These were the key features of the Extended Delivery Format as I experienced it.

The flexibility of the program - not just for K-12 educators

The program serves a need (of professionals) not met by any other institution in the greater Chattanooga area, possibly greater central and eastern TN area.

The ability to do much of it independently and without a high level of supervision.

Cross disciplinary curriculum

The faculty -- Rausch, Petzko, and Rutledge specifically had a very pivotal influence on my learning experience. Their passion for learning and leading made their classes extremely beneficial.

Dr. Jim Tucker and his commitment and vision as a scholar. Becca McCashin was a critical asset to the program, as was Dr. Bernard. Why have these folks' roles been reduced? Beyond these individuals, the greatest strength was it's flexibility and its learner-centric nature. It is too bad that those have been lost.

Caring/approachable professors Flexibility of the class meeting times Small class size which allowed each of us to get to know the professors on a more personal level

I particularly appreciated the ability, inherent in the focused elective requirements, to customize my program to meet my research interests.

Flexibility; convenience

What do you perceive are the greatest strengths of the UTC Learning and Lea...

I feel that the faculty is its greatest strength. They are highly knowledgeable and helpful to learners. The program's time flexibility was another major strength.

Q41 - What specific implementable recommendations would you make for the UTC

Learning and Leadership Doctoral Program?

What specific implementable recommendations would you make for the UTC Lear...

Try to shorten the timeframe of responses. Two weeks is a long time for small issues

I suggest placing a greater emphasis on participants focusing their attention and vetting their dissertation topic earlier in the program to mitigate stagnation in pre-dissertation. This may be achieved by offering experiential ways or assignments for participants to practice or think through realistic opportunities to collect data, researching various types of survey instruments, writing interview questions, drafting protocols, etc. Acquiring this experience might help ease the transition when developing the prospectus. In the dissertation stage, I also suggest a meeting to be scheduled with the dissertation chair at least once per semester to discuss the semester's timeline, at a minimum. Further, as an assignment at any stage of the program, participants could attend one or more dissertation defenses to gain familiarity with the process.

Upon reflection, I feel like I lost a semester or two semesters of progress in my dissertation due to the inconsistent feedback on my proposal manuscript. Only at the end of my dissertation process did I learn it was students in the UTC writing center making comments on my manuscript. To me, it seemed like the faculty were either providing inconsistent feedback or fighting on grammatical preferences as one round of feedback would ask me to change X to Y and then, upon making X into Y, I'd receive comments in the next round that asked me to change Y to X. Working in the blind, in terms of who was actually providing these pieces of feedback, I just implemented them from round to round. It was disheartening near the end of my dissertation process to learn my committee members had not been providing the feedback on my manuscript. I think there are opportunities for improved communication from LEAD about who is reading the manuscript and providing feedback and when in the process that may move between LEAD faculty and non LEAD UTC students.

In dissertation I found biweekly or weekly meetings with a committee member helpful and it drove greater accountability

I think the dissertation process could use some work. I had a terrific statistician to begin with, but then changed. The methodologist I had at the end was not helpful. I also feel like a lot of the writing feedback was grammar instead. When, I would get feedback about the meat of the writing, it was a few drafts in instead of the beginning. I would encourage all methodologists to keep a notebook or ongoing notes about students they are working with. I met with mine about 5 or 6 times and each time I had to explain my topic from the very beginning. I wound up using internet resources to finish my statistics instead of help from the professor. That was a definite point of frustration.

I would suggest "no changes" to the UTC Learning and Leadership Doctoral Program. It is a wonderful program and opportunity for people like myself to learn and grow and share and use the knowledge gained in their own fields of study.

None.

A larger and more diverse faculty would enrich the curriculum and broaden learning. Diversity in disciplines and degree origins. As mentioned, restructuring the dissertation process should improve completions.

I think a statistics class/refresher would be helpful before conducting the research and writing chapters 3 and 4.

I found the library and IT support lacking at UTC, both areas could benefit from needed improvement.

Not sure that it is applicable any more-but I wish there had been an identified pathway to move from EdD to PhD once the PhD was established-other than re-taking core course work.

The only thing I can think that could possibly be added to the program is a more advanced research methods option. I would like to have a more expansive statistics opportunity.

Maintaining cohort connections after the core program. Rethinking all of the discussion boards - how might candidates practice doctoral level research and writing in a more engaging way? Taking turns presenting concepts/research and critically analyzing each others arguments?

What specific implementable recommendations would you make for the UTC Lear...

I think it was tough working and finishing the dissertation. I wish I had been further along in the writing portion prior to finishing the coursework.

Create opportunities to engage with participants in new research. Application of research principles in novel research with professors before the dissertation process would better prepare participants for that step.

I would strengthen the statistics portion of the program. I would study qualitative research before quantitative research (or perhaps simultaneously.)

I would recommend that a rubric of the specific expectations of the prospectus, proposal, and dissertation be created that candidates could follow as they work through these processes.

None that I can think of.

The required face-to-face meeting with one's Chair (research/dissertation mode) at least twice a year. That engagement over time can be an added benefit to maintain communications and direction for both parties, Chair and student. Blackboard was good, but at times, life happens. Misunderstandings, loss of direction will impact the length of a student's journey in the doctoral program.

Don't have classes on weekday evenings - only Saturdays. It's too challenging for full-time professionals who don't live very close to Chattanooga. I believe there was only one or maybe two classes that felt like that for me, but it was a challenge. Provide opportunities (maybe a social during the first induction session) for cohort members to mix and mingle.

There are several good library services to assist us in writing as well as using software, but I wish more was available online for those of us who could not come to campus regularly.

The statistics portion is the most difficult for most students. More practice...lab times...might be helpful. Perhaps a refresher in the Pre-dissertation course?

I would recommend the incorporation of more extensive instruction and / or examples of critical reflections prior to the initial assignment of one's creation. Even with the specific instructions provided for it, it was difficult to envision and produce that type of writing without ever having been exposed to it. I would also recommend the creation of a digital portfolio during the first course, as a means for students to store and later easily access each critical reflection and the instructor feedback for each competency. Additionally, identification of artifacts as learners progress through learning in the program competency areas would be beneficial - it would help students identify and develop them over time and with input from peers. My cohort members gave me valuable advice about items to include as artifacts that I would have overlooked - many of them were such natural aspects of my profession that I didn't recognize them as examples of various competencies.

I believe many things have already changed since my cohort, but it would be helpful to have required in-person checkpoints during the prospectus and dissertation phase. The 2 week response time wasn't always followed on both student and faculty. That gap of communication can cause great delays.

I really do not have any. I enjoyed it, especially the Decision Making and Research aspect. Really awesome

I would consider shifting the focus on developing a dissertation topic until a bit later in the program. For C7, we started to develop potential topics from the first course. My topic changed almost 100% near the end of academics and it made it more difficult to dismiss much of the early work. Now, some came in to the program with a specific topic in mind and pursued it throughout, but some of us new to academia did not fully develop a topic until much later. I do not think the early work was a waste of time, but it did make the topic shift more difficult.

I would suggest a process improvement project (possibly using Six Sigma or HPI methodology) for the dissertation process. There are likely improvements to be made that will foster advancements in reduced cycle time, learning outcomes, and completion.

I really don't have nay recommendations, unless it is to expand the program by adding additional faculty if needed.

None at this time.

What specific implementable recommendations would you make for the UTC Lear...

Maintain consistent communications in regards to deliverables and provide as much advanced notice for any changes, updates, or enhancements as early as possible since many participants have work commitments to manage as well as academic commitments.

Perhaps a personal journal during dissertation

Perhaps have more milestone events that directly affect the final dissertation. I would have benefitted from clear, hard advice and direction regarding my research questions. At times the whole process seemed amorphous.

Have a required technology seminar for formatting, etc. Many graduate students are computer proficient but do not know all the ins and outs of the formatting required.

Ensuring that all students admitted are up to the level of being able to accomplish quality doctoral work, especially at the coursework level.

I thought the program was well done and suggestions made along the way were implemented.

I think the in-class time was very beneficial and important to our cohort group. I would recommend continue to hold on-ground sessions periodically (as I had more difficulty bonding in the elective online courses with other group members). A professional network built on trust within group dynamics was invaluable to me.

I am not sure I can think of an area that needs to be changed. I was 100% pleased with the program.

Implement more effective gateways to ensure only students get accepted who are truly ready for doctoral level thinking.

I would recommend a course--in lieu of the first 3 hours of dissertation credit--to be called LEAD XXXX Disseration Preparation. The course could be delivered once a month (on campus) and would include the following: First month: An introduction to EndNotes, the UTC Dissertation Manual (formatting!), IRB, generalized research (locating articles, uploading them into EndNotes, that sort of thing), the disseration itself (the function of each chapter, the differences between different kinds of studies, such as descriptive and quasi), data collection (e.g., using on-line questionnaires), and committee selection. Second month: Formal presenation of an annotated bibliography to classmates. This project would consist of 25 journal articles that relate to the dissertation. The student would also explain the focus of the disseration--although changes would certainly occur over the coming weeks. Third Month: Preparation and sumbission of prospectus. The paper would be 25 pages--and would be vetted by the faculty member teaching the course and by fellow students through file exchange. Lots of critical oversight would be very helpful at this stage. Fourth Month: Prosectus defense with committee.

There are two recommendations I would make: 1. Add more faculty. I do not understand how you can have the number of doctoral students across multiple cohorts and have only 4 faculty members working with them, and most of the burden falling on Dr. Crawford. I don't know what an appropriate ratio of students to faculty members for a doctoral program would be. I do know in my profession, our accreditation standard "strongly recommends" an 8:1 to ratio. It seems to me that anything greater than 10:1 would cause a serious disconnect. 2. Bring Dr. Tucker back into the LEAD Program. I do not understand exactly why he was "phased out" of the doctoral program, but he was the absolute best professor to have for our initial doctoral class. Yes, he was demanding and provided a significant challenge, but he also understood where we were as students in our doctoral process. He was very supportive of helping us with our insecurities and doubts about doctoral level work. At the same time, he was quite insightful and provided a very realistic view not only of what was ahead of us academically, but professionally once we completed our studies. Not having him fully involved and integrated into the LEAD program was a significant error on the part of the administration. I would strongly urge that he be brought back into the fold, and the sooner it is done the better for those who follow in our footsteps.

I felt abandoned at times during the dissertation phase. I understand that everyone was very busy and I was a distance education student, but there were times I wasn't sure if I was on the right track in some areas of the writing process. Maybe a little more communication would be nice.

I would recommend that the UTC Learning and Leadership Doctoral Program keep its flexibility. The hybrid program may be excellent, but what has been lost is the flexibility to meet the needs of students like me who seek a greater degree of independent study and who need regular face-to-face interaction. One recommendation is to keep a pilot program of a few students who choose this path. The number of students could vary each year. If this option were available, the program would attract a broader base of adults who seek to apply theory to practice in their fields of interest. If this option were available, I would enthusiastically recommend the program because it was very successful for me. Whether the program decides to keep a pilot or not, it needs to hire faculty to know how to work with students in this way. Just hiring the right people would go a long way to making the program more flexible.

What specific implementable recommendations would you make for the UTC Lear...

Flexibility and openness of all applicants. Hope this remains true.

Be very clear about the program flexibility and the value students should expect to gain from completing the degree.

The ILLP process needs to be streamlined drastically. Firstly, to call it a "seminar" is very misleading in terms of the amount of work it requires. Secondly, a lot of the work feels repetitive because it is rehashing some of the papers and modules from previously taken courses.

I would recommend stronger and more research based courses. Particularly in research methods and stats. Also stats should come before research methods.

1. More focus -- although the interdisciplinary nature of the program is appealing, I think that doctoral study should be more focused and specific. I know the "focused" electives are intended to do this, but I am not sure that this approach is working. I think that there is a need for doctoral level courses (and maybe even specific concentrations) to strengthen the quality of the elective options. 2. Involvement in (real) research sooner -- the research component of the program did not fully prepare me for the dissertation process. I think that students would greatly benefit from conducting real research earlier in the program. Maybe a model like this: a. by the end of year one, prepare a poster to be presented at a professional conference b. by the end of year two, develop that poster into an article, c. by year three, use the article as the basis of the dissertation I did not realize how much I potentially enjoyed doing research until the program was completed! I think it would have been helpful to partner with a faculty member in writing an article for publication prior to the dissertation.

Increase engagement of and collaboration with community leaders Make the content more academically demanding, particularly for methodology and philosophy Integrate philosophy, research, and technology into all aspects of the program Emphasize hands-on experience; make sure every student has teaching and research experience, and use technology for both Encourage all students to get their teaching certificate as part of the program; regardless of one's vocation, everyone should experience elementary/secondary teaching Move away from courses and focus on competencies; have students construct their own curricula, and validate their curricula with leaders in their fields and related fields

Require each doctoral student to attend at least one dissertation defense before the last set of classes. Provide online and/or F2F tutoring for subjects like statistics~ many in my cohort had not had/used that knowledge in quite awhile

I wouldn't recommend specific program recommendations. Most of my suggestions for improvement are already being implemented.

I think two distinct tracks would improve the research process: one track focused on quantitative methods, and another that examines qualitative work. One course in each focus isn't enough.

I think that this may have already been done, but I would suggest making the ILLP a more clear reflection of student learning and application. Some in my cohort did not seem to be held to this standard.

End of Report