

# Academic Program Review

## Applied Leadership and Learning Doctoral Programs (PhD & EdD)

2020-2025



**COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES**

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## Introduction

The original EdD in Learning & Leadership was established in 2005. The focus of the program was to examine and demonstrate the relationship between learning and leadership using a scholar-practitioner model. In the initial years of the program, most of the students applying worked in education and pursued an EdD because they intended to continue a career in K-12 education. Starting in 2010, the environment changed and several program inquiries, prospective applicants, accepted applicants, and retained students revealed an increasing level of interest from outside the K-12 market. Applicants increasingly came from regional business organizations, healthcare organizations, higher education institutions, and local and regional government agencies. These applicants were looking for advanced study in learning and leadership, including performance measurement, organizational transformation, and continuous improvement.

To enhance the Learning and Leadership program and respond to the changing environment, in 2016, the university proposed and received approval to offer a PhD designation in addition to the EdD credential to emphasize advanced scholar-practitioner research and application. In 2019, the curriculum for this program was revised with a focus on decision-making processes and how they relate to the leadership process, and the program name changed to Leadership and Decision-Making. The multidisciplinary Leadership and Decision-Making Doctoral Program (PhD) is designed to equip participants with an understanding of the relationship that learning plays in the leadership process; develop reflective practitioners in a variety of organizations; and focus on the interwoven nature of leadership, decision-making, and learning; emphasizing the proficiency that individuals will need as they pursue the challenges of organizational change. The Leadership and Decision-Making curriculum is work/experience embedded, meaning that everyone pursuing the degree is typically actively working and engaged in a professional practice of some type. The PhD is designed primarily for professionals who are passionate about applying theory to practice and creating new/improved knowledge related to professional practice. Participants demonstrate competency in the following program domains: Leadership and Learning, Research and Measurement, Organizational Effectiveness and Innovation, Decision-Making, and Communication. Each participant is required to successfully complete a one-credit hour foundational course during the initial Summer semester. Following successful completion of the foundational course, each participant is required to enroll in a sequence of core courses (six credit hours per semester) year-round (Fall, Spring, and Summer) until the core is completed. All required courses are offered via hybrid delivery (face-to-face and Virtual Classroom). Core courses include four to six face-to-face meetings per course per semester (on the UT-Chattanooga campus on weekends) and material work in the Virtual Classroom (online) through discussions and readings. Once the core program has been completed, each participant works to complete elective requirements, the Comprehensive Assessment, Pre-Dissertation Seminar, and Dissertation research. The PhD Dissertation focuses on research that applies to the candidate's professional practice and demonstrates ways this new knowledge can contribute to the field and literature.

In the Fall of 2021, the Leadership and Instructional Practice, EdD program was modified (renamed Leadership and Professional Practice in 2024). This multidisciplinary program was designed to equip participants with an understanding of the relationship that learning and leadership play in the instructional and professional process; develop reflective practitioners in a variety of organizations/institutions; and focus on the interwoven nature of leadership, decision-

making, and learning; emphasizing the proficiency that individuals will need as they pursue the challenges of ever-changing instructional processes and practices. Participants demonstrate competency in the following program domains: Learning, Leadership, and Instructional/Professional Practice; Measurement and Inquiry; and Communication. Each participant is required to successfully complete a foundational course during the initial Summer semester. All required courses are offered via online delivery (Virtual Classroom). Following successful completion of the foundational course, each participant is required to enroll in sequence of core courses (six credit hours per semester) year-round (Fall, Spring, and Summer) until the core is completed. Once the core program has been completed, each participant works to complete elective requirements, the Comprehensive Assessment, Pre-Research Project of Practice Seminar, and Research Project of Practice. The Comprehensive Assessment is the culminating assessment event that must be successfully completed prior to advancement to candidacy and to beginning work on the Research Project of Practice.

The Learning and Leadership (LEAD) doctoral programs are multi-disciplinary to accommodate students from a variety of organizations who are seeking a research-oriented, scholar-practitioner degree. It includes the science and practical application of learning and leadership, delivered in a hybrid model and a curriculum that is work-embedded, meaning that everyone pursuing the degree is actively working and engaged in a professional practice. Students continue to engage in their organizational setting, while using research and theory to inform their ongoing professional practice. All coursework, deliverables, and milestone accomplishments are based on each student's ability to demonstrate competency. The programs currently (Spring 2024) serve 72 active doctoral students, 42 active dissertations and one project of practice candidate, and have produced 125 graduates (as of Spring 2024 – one was awarded posthumously).

The LEAD Programs Mission Statement: Equip participants/students with an understanding of the relationship leadership plays in the learning and decision-making process; develop reflective practitioners in a variety of organizations; and focus on the interwoven nature of learning, leadership, and decision-making; emphasizing course content on the application to the individual's professional practice.

The LEAD Programs Vision Statement: LEAD program(s) will provide a multi-disciplinary approach to learning opportunities for contemporary learners to achieve a degree or certificate focused on learning, leadership, and decision-making including learning through initiatives dedicated to the application of and investigation into current industry and organizational topics within the community, across the region, and nationwide.

The LEAD Programs Values: Responsive, Supportive, Respectful, Transparent, Consistent, Inclusive, Equitable, and Application-based

## 1: Learning Objectives (Outcomes)

1. Learning Outcomes – Criteria for Evaluation	
1.1	Program and student learning outcomes are clearly identified and measurable
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.
1.4	The program directly aligns with the institution's mission.

### 1.1 Program and Student Learning Outcomes

The Leadership and Decision-Making PhD doctoral program has seven program outcomes, five of which are specifically related to competency areas for the program and two of which are related to the profession/discipline:

The five competency areas for the program include the following:

- Leadership & Learning
- Research & Measurement
- Organizational Effectiveness & Innovation
- Decision-Making
- Communication

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

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

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 ***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

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

Participants' Professional Practice and Decision-Making

- Focused electives allow participants to build knowledge and skills specifically related to their own professional practice and the relationship to decision-making

Contribution to their Field of Expertise

- Completion of a research dissertation provides an opportunity to add to the body of knowledge for the profession/discipline

The Leadership and Professional Practice doctoral program has six program outcomes, four of which are specifically related to competency areas for the program and two of which are related to the profession/discipline:

The four competency areas for the program include the following:

- Learning & Leadership
- Professional/Instructional Practice
- Measurement & Inquiry
- Communication



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

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

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

Participants' Professional Practice

- Focused electives allow participants to build knowledge and skills specifically related to their own professional practice

Contribution to their Field of Expertise

- Completion of a research project of practice provides an opportunity to add to the body of knowledge for the profession/discipline

### ***1.2 Evidence of Achievement of Program and Student Learning Outcomes***

Participants are evaluated each semester on the course learning outcomes and related program level outcomes through a variety of deliverables including written papers (issue analyses, conceptual application analyses, research proposals, critical reflections), discussion issues, face-to-face class meeting contributions, and presentations (both formal and informal). Additionally, once students reach the candidacy stage, all but dissertation (ABD), they participate in a series of defenses to demonstrate competence in their culminating research. PhD candidates prepare and defend a dissertation proposal and submit Institutional Review Board (IRB) documents prior to data collection and analysis. Upon completion of the data analysis and dissertation manuscript process, candidates participate in both a pre-defense and a final public defense presentation to demonstrate their accomplishments in the dissertation. EdD candidates prepare and defend a research project of practice proposal, and IRB documents prior to data collection and analysis. Upon completion of the data analysis and manuscript process, candidates participate in both a pre-defense and a final public defense presentation to demonstrate their accomplishments in the research project of practice.

**See Appendix A for reporting of program achievement goals, results, and analysis.**

### ***1.3 Evaluation of Program and Student Learning Outcomes and Continuous Improvement***

Annual program assessment data entry is completed in Anthology. Anthology is the online platform used to collect information related to student learning outcomes. All programs, departments, and units across campus are required to participate in the outcomes assessment process. This process is cyclical and requires that all university areas demonstrate continuous improvement. For academic programs, evidence of continuous improvement is usually captured through student success measures and changes related to course content and delivery. Specific data points, goals, and follow up action plans are gathered from Banner (Argos, SSB, MyMocsDegree) and Qualtrics surveys.

We have revised program goals over the past three years. We continue to meet our enrollment, progression, and graduation target goals. However, we noticed that a number of participants were having difficulty and taking more time than expected to progress to the candidacy stage of the program. We have modified the comprehensive assessment process to incorporate more doctoral level work that has already been accomplished as a demonstration of competence in preparation for the Comprehensive Assessment. This has streamlined the process and we believe will enhance progression to the candidacy stage.

### ***1.4 Alignment with Institution Mission***

Institutional Mission: The University of Tennessee at Chattanooga is a driving force for achieving excellence. Our mission is to actively engage students, faculty, and staff; embrace diversity and inclusion; inspire positive change; and enrich and sustain our community, people and ideas to strengthen the institution and community; and reasonable and affordable access to higher education.

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

In support of the Institutional Mission, the UTC strategic plan is guided by a pledge handed down from generation to generation, “We shall achieve.” This simple yet bold statement tells the world what to expect from the UTC campus. Much emphasis is placed, appropriately so, on the achievement element of this phrase. Equally important, however, is the subject “we” – the notion that we can do more by working together than by working separately. In a word, partnerships. Strategic planning must build upon a legacy of achievement and combine with a commitment to academic excellence, innovation, and service. It is a vital, continuous process that contributes to the future success of the university. As the university looked at strengths, weaknesses, and challenges, several themes repeatedly emerged—strong emphasis on student interaction, a commitment to experiential learning, a close relationship with the community and region, and a dedication to alumni. Partnerships became the foundation of the university’s strategic plan, and from that single idea came a series of strategic directives and action steps: partnerships between departments; partnerships between faculty members; partnerships between students and faculty members; and partnerships between the campus and the community.

The main strategic directives from the 2021 strategic plan are:

UTC will transform the lives of our students and the futures of our region by increasing access to a distinctive model of education, grounded in the liberal arts and tied closely to workforce opportunities.

UTC will respond to the needs of students and our region by modeling inclusive excellence through diverse representation and aligned benchmark indicators.

UTC will impact our community and enhance the educational experience of our students by sustaining the scholarly, creative and entrepreneurial activity of our faculty and students.

UTC will ensure the sustainability of our institution and the vitality of our students, faculty, staff and community by excelling in resource development and stewardship.

The Learning and Leadership doctoral programs directly address UTC's strategic directives through:

#### Transforming Lives & Regional Impact

- Hybrid delivery enables working professionals to pursue advanced degrees while maintaining careers
- Curriculum directly applies to students' workplaces, connecting education to workforce needs

- Multi-disciplinary approach serves diverse sectors (K-12, healthcare, business, government, higher education)
- Competency areas align with regional workforce needs (leadership, decision-making, organizational effectiveness)

#### Inclusive Excellence

- Program design accommodates diverse student backgrounds and career paths
- Flexible delivery methods (hybrid/online) increase accessibility
- Core values emphasize inclusivity, equity, and support
- Evolution from K-12 focus to broader professional audience demonstrates responsiveness to diverse needs
- Student outcomes measured through multiple assessment methods, ensuring equitable evaluation

#### Scholarly Activity & Community Impact

- Scholar-practitioner model integrates research with professional practice
- Dissertations/Projects address real organizational challenges
- Research contributes to regional knowledge base
- Focus on organizational transformation and innovation benefits local institutions
- Work-embedded curriculum ensures immediate application of learning

#### Resource Development & Stewardship

- Successful program growth (72 active students, 43 active candidates, 125 graduates)
- Efficient use of resources through hybrid delivery
- Regular curriculum updates based on market demands
- Responsive program modifications (EdD to PhD option, name changes)
- Strong completion rates indicate effective resource utilization

The Learning and Leadership doctoral programs align with our university mission by fostering Active Engagement through work-embedded curriculum that connects theory to practice, hybrid delivery methods that enable professional development while working, and through regular face-to-face meetings that foster student-faculty interaction. We embrace Diversity and Inclusion by utilizing a multi-disciplinary approach that serves diverse sectors, espousing specific values of inclusivity and equitable practices, and by being accessible to professionals from various backgrounds. We foster Positive Change with a focus on organizational transformation, demonstrate a scholar-practitioner model that applies research to real challenges in students' professional practice, and provide competencies in innovation and decision-making. We contribute to Community Enrichment by engaging a wide variety of current and former participants (72 active students, 43 active candidates, 125 graduates) who impact regional organizations, supporting and sponsoring research that contributes to professional knowledge, and by establishing partnerships across education, healthcare, business, and government. We provide Affordable Access to our doctoral programs by utilizing hybrid and online delivery

methods that reduce attendance barriers, year-round scheduling that allows for steady progress, and work-embedded coursework that allows continued employment throughout the learning process.

## 2: Curriculum:

2. Curriculum-Criteria for Evaluation	
2.1	The curriculum content and organization is reviewed regularly and the results are used for curricular improvement.
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.
2.3	The program reflects progressively more advanced in academic content than its related undergraduate programs.
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.
2.5	The curriculum is structured to include knowledge of the literature of the discipline.
2.6	The curriculum strives to offer ongoing student engagement in research and/or appropriate professional practice and training experiences.
2.7	Programs offered entirely through distance education technologies are evaluated regularly to assure achievement of program outcomes at least equivalent to on-campus programs.
2.8	The program incorporates appropriate pedagogical and/or technological innovations that advance student learning into the curriculum.

The LEAD PhD doctoral program operates on a cohort model for the first eight semesters of the program, with participants taking core courses in a lock step structure. The LEAD EdD doctoral program operates on a cohort model for the first five semesters of the program, with participants taking core courses in a lock step structure. Throughout the core coursework, students from multiple disciplines and professional settings work together as they explore, examine, and analyze the theoretical underpinnings and practical application of learning and leadership to their specific professional practices, while sharing and discovering perspectives with classmates from other disciplinary areas. Once the students reach the elective stage of the program, each works through the elective process to achieve the hours needed. See Appendix B for course syllabi.

### ***2.1 Curriculum Review and Improvement***

The curriculum for the LEAD doctoral programs is designed to utilize a continuous improvement model that relies on student feedback, assessments, regular faculty meetings, and ongoing study of literature and best practices. In an effort to ensure that the two degrees are differentiated and serving the appropriate audiences, the following separate curricular paths have been adopted. Table 1 depicts the curriculum for the two program designations.

Table 1: Curriculum for Program Designations

<b>Leadership and Decision-Making Doctoral Program (PhD)</b>	<b>Leadership and Professional Practice Doctoral Program (EdD)</b>
LEAD 7000 – Learning and Leadership: Induction and Integration (1 credit hour)	LEAD 7000 – Learning and Leadership: Induction and Integration (1 credit hour)
LEAD 7010 – Learning and Leadership: Theory to Practice (4 credit hours)	LEAD – 7050 – Leadership: Learning and Professional Practice (3 credit hours)
LEAD 7020 – Research and Inquiry (2 credit hours)	LEAD 7060 – Inquiry and Evaluation (2 credit hours)
LEAD 7030 – Leadership Decision-Making (3 credit hours)	LEAD 7070 – Effective Professional Presentations (1 credit hour)
LEAD 7150 – Diffusion of Innovation and Technology (3 credit hours)	LEAD 7375 – Qualitative Design and Application (3 credit hours)
LEAD 7250 – Organizational Theory, Development, and Transformation (3 credit hours)	LEAD 7410 – Learning Outcomes: Alignment and Analysis (3 credit hours)
LEAD 7340 – Statistics for Research Design and Analysis (3 credit hours)	LEAD 7380 – Statistics and Data Analysis (3 credit hours)
LEAD 7360 – Research Design and Analysis (3 credit hours)	LEAD 7410 – Learning Outcomes: Alignment and Analysis (3 credit hours)
LEAD 7370 – Qualitative Research Design (3 credit hours)	LEAD 7465 – Comprehensive Assessment Preparation (3 credit hours)
LEAD 7500 – Learning Models, Design, and Communication (3 credit hours)	LEAD 7560 – Leadership: Accountability in Practice (3 credit hours)
LEAD 7610 – Measurement, Evaluation, and Assessment (3 credit hours)	LEAD 7640 – Program Evaluation: Outcomes (3 credit hours)
LEAD 7700 – Pre-Dissertation Seminar (3 credit hours)	LEAD 7750 – Pre-Research Project of Practice (5 credit hours)
LEAD 7810 – Cognitive Aspects of Decision-Making (3 credit hours)	LEAD 7899 – Research Project of Practice (12 credit hours)
LEAD 7815 – Ethical Aspects of Decision-Making (3 credit hours)	
LEAD 7820 – Data-Informed Aspects of Decision-Making (3 credit hours)	
LEAD 7999 – Dissertation (15 credit hours)	

## 2.2 Course Calendar and Sequence

The program curriculum is designed in a lock-step sequence for each admitted cohort with a specific flow and structure designed to scaffold the content in a way that assists students in moving successfully through the program in a timely manner. In an effort to allow opportunities for those who may need a leave of absence from the program for extenuating circumstances, participants who step away from the program are able to apply to rejoin the program with a later

cohort and continue in their doctoral study. Table 2 depicts the course sequence by program designation.

Table 2: Learning and Leadership Programs of Study

<b>Leadership and Decision-Making Doctoral Program (PhD)</b>	<b>Leadership and Professional Practice Doctoral Program (EdD)</b>
Summer I – LEAD 7000 (1 credit hour)	Summer I – LEAD 7000 (1 credit hour)
Fall I – LEAD 7010 & LEAD 7020 (6 credit hours)	Fall I – LEAD 7050, LEAD 7060 & LEAD 7070 (6 credit hours)
Spring I – LEAD 7030 & LEAD 7340 (6 credit hours)	Spring I – LEAD 7410 & LEAD 7380 (6 credit hours)
Summer II – LEAD 7150 & LEAD 7370 (6 credit hours)	Summer II – LEAD 7560 and LEAD 7375 (6 credit hours)
Fall II – LEAD 7250 & LEAD 7500 (6 credit hours)	Fall II – LEAD 7640 & initial elective (6 credit hours)
Spring II – LEAD 7610 & LEAD 7810 (6 credit hours)	Additional Electives (21 credit hours)
Summer III – LEAD 7815 & LEAD 7360 (6 credit hours)	LEAD 7465 (3 credit hours)
Fall III – LEAD 7820 & initial elective (6 credit hours)	LEAD 7750 (5 credit hours)
Additional Electives (15 credit hours)	LEAD 7899 (12 credit hours)
LEAD 7700 (3 credit hours)	
LEAD 7999 (15 credit hours)	
Total: 76 credit hours	Total: 66 credit hours

### ***2.3 Advanced Academic Content***

The program incorporates theoretical constructs of various multidisciplinary professional practices that require synthesis and application of theoretical learning, rather than mere recollection or recitation of facts and readings. Throughout the coursework, core and select electives, students are expected to apply theory and research to their own professional practice. This process ensures a rigorous and extensive advancement of academic content beyond the undergraduate or master's levels. In addition, the programs include a complete, individualized research dissertation or research project of practice as the culminating demonstration of application of theory to practice.

### ***2.4 Curriculum Alignment with Program and SLOs***

Through ongoing curriculum review and revision as needed, the program faculty work to ensure alignment of program courses, activities, and milestones to the program learning outcomes. The following curriculum map (Table 3) demonstrates the current coursework and alignment.

Table 3 – PhD Curriculum Map

<i>Leadership and Decision-Making PhD</i>	Outcomes						
Curriculum Map Worksheet	<u>Outcome 1: Leadership &amp; Learning</u>	<u>Outcome 2: Research &amp; Measurement</u>	<u>Outcome 3: Organizational Effectiveness &amp; Innovation</u>	<u>Outcome 4: Decision-Making</u>	<u>Outcome 5: Communication</u>	<u>Outcome 6: Application to Professional Practice and Decision Making</u>	<u>Outcome 7: Create New Knowledge</u>
Courses/Culminating Events							
7000: Learning and Leadership Integration and Assimilation	I, P				I, P	I	
7010: Leadership and Learning: Theory to Practice	I, P		I		I, P	I	
7020: Research and Inquiry		I		I	R	I	I
7030: Leadership Decision-Making	I, R, P		R	I, R	R, P	R, P	
7340: Statistics for Research Design and Analysis		R, P	R	R, P	R	R, P	I
7370: Qualitative Research Design		I, R, P		R	R, P	R, P	I
7150: Diffusion of Innovation and Technology		I	I, P		I, P	R, P	
7360: Research Design and Analysis		P, R	R, P	R, P		R, P	I, P
7250: Organizational Theory, Development Transformation	R, P	R	I, R, P	R	R	R, P	
7500: Learning Models, Design, and Communication	R, P	R	R, P	R	R, P	R, P	
7610: Measurement, Evaluation, and Assessment		R, P	R	R, P	R	R, P	R, P
7810: Cognitive Aspects of Decision-Making	R, P		R, P	I, R, P	R	R, P	
7815: Ethical Aspects of Decision-Making	R, P		R, P	I, R, P	R	R, P	
7820: Data-Informed Aspects of Decision-Making		R, P		I, R, P	R	R, P	
Elective Coursework (18 credit hours)			R	R, P	R, P	I, R, P, C	
7700: Pre-Dissertation		R, P	R	R, P	R	C	R, P
Comprehensive Assessment	C	R	C	C	C	C	
7999: Dissertation		P, C, M		P, C, M		C, M	C, M

I - **Introduced** - Participants are introduced to the outcome

P - **Practiced** - Participants are offered the opportunity to practice the outcome

R - **Reinforced** - The outcome material / theory is reinforced

C - **Competency** - Articulating knowledge through thoughts, actions, and behaviors to demonstrate understanding and ability to meet outcome expectations

M - **Mastery** - Demonstrating the ability to apply knowledge through critical thinking, critique, and competency of outcome expectancy exceeding stated parameters



Table 4 – EdD Curriculum Map

<i>Leadership and Professional Practice EdD</i>	<b>Outcomes</b>					
Curriculum Map Worksheet	<a href="#">Outcome 1: Learning and Leadership</a>	<a href="#">Outcome 2: Professional Practice</a>	<a href="#">Outcome 3: Measurement and Inquiry</a>	<a href="#">Outcome 4: Communication</a>	<a href="#">Outcome 5: Application to Professional Practice</a>	<a href="#">Outcome 6: Contribute to Field of Expertise</a>
Courses/Culminating Events						
7000: Learning and Leadership Integration and Assimilation	I		I		I	
7050: Leadership: Learning and Professional Practice	I, P	I		I, P	I	
7060: Inquiry and Evaluation			I, P	I	R, P	
7070: Effective Professional Presentations				P	R, P	
7410: Learning Outcomes: Alignment and Analysis	R, P	R, P	R	R, P	R, P	
7380: Statistics and Data Analysis			R, P	P	R, P	
7560: Leadership: Accountability in Practice	R, P	R	R	R, P	R, P	
7375: Qualitative Design and Application	R		R, P	P	R, P	
7640: Program Evaluation: Outcomes	R		R, P	P	R, P	
7465: Comprehensive Assessment Preparation	P, C		P, C	P, C	P, C	
Comprehensive Assessment	C	C	R	C	C	
7750r: Pre-Project of Practice	R		R, P	R	C	I, R, P
7899r: Project of Practice	C, M	C, M	P, C, M	C, M	C, M	C, M

I - Introduced - Participants are introduced to the outcome

P - Practiced - Participants are offered the opportunity to practice the outcome

R - Reinforced - The outcome material / theory is reinforced

C - Competency - Articulating knowledge through thoughts, actions, and behaviors to demonstrate understanding and ability to meet outcome expectations

M - Mastery - Demonstrating the ability to apply knowledge through critical thinking, critique, and competency of outcome expectancy exceeding stated parameters

## 2.5 Curriculum and Literature of the Discipline

As a multidisciplinary program, built on the foundations of leadership and learning theory, there is a vast array of related literature. In addition to ongoing review, assessment, and gathering of related literature, the faculty meet each semester to review the texts and other documents utilized in the coursework. In addition to traditional textbooks and peer reviewed articles, the faculty also peruse and often employ trade texts and articles that may have more up-to-date theoretical

perspectives, as well as examples of application to real-world problems and organizational issues.

## ***2.6 Ongoing Student Engagement in Research***

Throughout the programs, students are engaged in the practice of research and application of theory. In addition to focused research core coursework (12-15 hours), students are expected to be continually immersed in the literature related to their own professional practice in addition to the literature and research included in the program coursework. As the culminating event for the degree, each student develops, implements, and completes a full research dissertation or research project of practice related to the program theoretical constructs and his/her professional practice.

## ***2.7 Distance Learning***

LEAD PhD doctoral study is based on a hybrid delivery model designed to use the best of face-to-face and virtual classrooms to facilitate the doctoral scholar practitioner in this journey of learning, synthesis, application, and discovery. The EdD doctoral study is based on a virtual classroom model (online) to facilitate learning, synthesis, application, and discovery. This learning environment helps create opportunities to generate and construct new knowledge through interactions between instructors and learners, learners and learners, and learners and learning materials. The hybrid model, using structured face-to-face meetings along with virtual classroom activity with time designated in between sessions for analysis, reflection and synthesis, is used to create, support, and facilitate levels of rigor expected by the program participants and faculty. The virtual classroom model is based on predominately asynchronous work that may be supplemented with synchronous meetings between faculty and students or students and other students.

## ***2.8 Appropriate Pedagogical and/or Technological Innovations***

The Learning and Leadership doctoral programs are based on hybrid and online delivery models designed to use the best of face-to-face and virtual classrooms to facilitate the doctoral scholar practitioner in this journey of learning, synthesis, application and discovery. Through hybrid learning, the program seeks to use the best of face-to-face classroom experience and the online tools that allow us to create a truly virtual classroom. Knowledge cannot simply be generated by instructors and linearly transmitted to students to use whether in the face-to-face or virtual classroom environment; it is built up through the synthesis of social experiences that occur in the learning environment. Therefore, we use the virtual learning environment, designed to offer the most effective experience where participants become the focus and thus play an active role in the teaching and learning process. This learning environment helps create opportunities to generate and construct new knowledge through interactions between instructors and learners, learners and learners, and learners and learning materials.

The hybrid model, using structured face-to-face meetings along with virtual classroom activity with time designated in between sessions for analysis, reflection and synthesis, is used to create, support, and facilitate levels of rigor expected by the program participants and faculty. Through hybrid learning, UTC Learning and Leadership seeks to find the best environment for the faculty

and participant roles in the classroom, whether face-to-face or virtual. The virtual classroom (online) model, using virtual classroom activity with time designated in between activities for analysis, reflection and synthesis, is used to create, support, and facilitate levels of rigor expected by the program participants and faculty. Through online learning, UTC Learning and Leadership seeks to find the best environment for the faculty and participant roles in the classroom, whether synchronous or asynchronous. The responsibility of a faculty member to lead the learning journey is critical in a hybrid model and probably more akin to a leader / participant role than merely a lecturer / audience relationship. The dynamic nature of active conversation between learners and faculty can be even richer in a virtual environment than often occurs in the traditional classroom. The social interaction, which takes place in the face-to-face session combined with the virtual classroom, appears to strengthen the learning process by balancing the relationship aspects from the face-to-face/synchronous classroom with the asynchronous format provided in the virtual classroom for analysis, reflection and synthesis. The Learning and Leadership programs' virtual classroom is hosted in the university Learning Management System (LMS). The university utilizes Canvas as the LMS for all programs. Additionally, to support the work-embedded nature of the program, we use the Zoom digital meeting software for the majority of program advisement meetings, as well as ongoing collaboration between dissertation candidates and committee members. Zoom technology is also used when program participants are unable to physically attend a face-to-face class meeting, to allow them to have a synchronous presence in the classroom while they are away. This process is also used occasionally to include guest speakers when travel is not feasible.

### 3: Student Experience

3. Student Experience-Criterion for Evaluation	
3.1	The program ensures a critical mass of students to ensure an appropriate group of peers.
3.2	The program provides students with the opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.
3.3	The program provides adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for publication.
3.4	The program provides adequate enrichment opportunities, such as lecture series, to promote a scholarly environment.
3.5	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.
3.6	Students have access to appropriate academic support services.

#### 3.1 Critical Mass of Students

Participants in both doctoral programs are selected into annual cohorts with a diverse representation of backgrounds and disciplinary perspectives. Our goal is 20-30 new participants per year (per cohort, across both programs). We recruit full-time working professionals with at least two years of work experience (preferably in a leadership role) within driving distance of UTC (300-mile radius). Applicants must have a Master's degree in any discipline and may be

working in any field that relates to the learning and leadership process. Typically, we receive a high volume of inquiries from the Chattanooga/Nashville/Atlanta vicinity as well as east Tennessee (Kingsport/Tri-Cities) and west Tennessee (Memphis/Martin).

The Admission Committee considers all required items holistically in the admission process (GPA, recommendations, resume/CV, Essay Questions, personal interview). When selecting participants for admission each year, the Admission Committee seeks to build a diverse cohort in terms of professional discipline, gender, ethnicity/race, age, etc. Table 4 summarizes student diversity.

Table 5: Student Diversity

Gender and Ethnicity						
Students/Participants						
	Fall 2021*		Fall 2022*		Fall 2023*	
	Female	Male	Female	Male	Female	Male
Multiple Races	2	2	4	1	4	1
Unknown	4	1	5	1	13	2
American Indian	1	0	1	0	0	0
Asian	0	0	1	0	0	0
Hispanic	3	3	1	1	4	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
African American	14	6	17	9	16	9
White	53	33	58	32	44	33
<b>Total</b>	<b>77</b>	<b>45</b>	<b>87</b>	<b>44</b>	<b>81</b>	<b>45</b>
*Totals include both the EdD and PhD.						

### 3.2 Student Opportunity to Evaluate Curriculum and Faculty

Students are provided the opportunity to evaluate their learning opportunities each semester, including separate assessments for each faculty member team taught courses. Students are asked to respond openly and honestly to a variety of questions, most using a 7-point Likert scale. In addition, there are open-ended questions provided for deeper level student feedback. The standard course questions are selected by the Course Learning Evaluation Committee of the Faculty Senate.

All classes are evaluated every semester, other than those courses identified as having one of the following instructional methods: thesis, dissertation, independent study, clinical, co-op, exchange, or student teaching. The Office of Assessment and Accreditation (OAA) administers

the course learning evaluations using online survey software. The application used by UTC, SurveyDig, was selected because of its compatibility with the University's Banner student information system and its rapid reporting capability. Students are asked to respond honestly and openly to 15 questions, most using a 7-point Likert scale and some open-ended. These questions are related to course learning outcomes, student contributions to learning, course content and delivery, and course instruction. These items were deemed by the Course Learning Evaluation committee to be indicators of student learning. Programs have the option of asking students to respond to additional questions specific to instruction within their disciplines. One evaluation is used for all course modalities (face-to-face, online, hybrid).

Course learning evaluations are opened to students three weeks prior to the last day of classes. Students access course learning evaluations through their MyMocsNet portal or links, which are automatically emailed to them. They then have the entire three-week period (through Reading Day) to complete the process of rating their courses.

Shortly after final semester grades are turned in, results of the course learning evaluations are made available to faculty. Results are available for classes with five or more responses or as long as there is at least a 50% response rate. Means, medians, frequency and percent distributions, verbatim responses to open-ended questions, as well as comparative measures are provided to each faculty member. Each department head is also given access to Course Learning Evaluation results for all faculty in his or her department. The faculty use this information for ongoing course and program review and revision. See Appendix C for Course Learning Evaluation Summary.

### ***3.3-3.5 Professional Development, Enrichment, and Extra-Curricular Activities***

The doctoral programs in Learning and Leadership are work-embedded, meaning that all students are employed and have work experience beyond the classroom. This aspect of the program means that the majority of the students have specific professional development opportunities through their work settings. In addition, the Learning and Leadership programs work with students to identify additional opportunities for professional development or enrichment through graduate student travel and grant opportunities, UTC's Spring Research and Arts Conference (a campus research conference where students and faculty present their research via posters and presentations), and other extra-curricular activities. Additionally, the faculty and staff have contributed to a gift fund that can be used to help fund future doctoral student research.

### ***3.6 Access to Appropriate Academic Support Services***

Doctoral students receive formative and summative feedback each semester. The specific nature of the feedback depends on the nature of the assessment. Written feedback is provided on all deliverables by the instructors of record. If a participant is struggling to make satisfactory progress in a timely manner (ex: multiple No Progress (NP) grades in Dissertation) or is having academic difficulties (examples: program GPA approaching 3.0 or multiple "C" grades), the Program Office schedules an appointment with the Program Advisor.

All UTC students have excellent access to full text journals through several online databases including SAGE Research Methods. When students do not have direct access to the full text of a journal article of interest, our interlibrary loan service is generally able to secure and share the full text within 48 hours. With respect to other general academic support services, all UTC students have access to a wide variety of UTC services. Access to this information is available to all students via the Campus Syllabus (<https://www.utc.edu/academic-affairs/campus-syllabus>). Students may also enjoy regular enrichment through activities in the fine arts and sporting events, as well as a variety of nearby campus ministries that are affiliated with UTC.

#### 4: Faculty

4. Faculty-Criterion for Evaluation	
4.1	All faculty, full-time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.
4.2	The faculty teaching loads are aligned with the highly individualized nature of graduate instruction, especially the direction of theses or dissertations.
4.3	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.
4.4	The faculty engages in regular professional development that enhances their teaching, scholarship and practice.
4.5	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.
4.6	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

##### *4.1 Faculty Meet High Standards and SACSCOC Guidelines*

The faculty for the LEAD doctoral program represents a variety of backgrounds and disciplinary areas. All full-time and part-time faculty hold an earned doctorate in an appropriate degree area and meet the standards expected for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credentials. Table 5 documents the faculty academic backgrounds. See Appendix D for faculty CVs.

Table 6: Faculty Academic Credentials

Name	Academic credentials	Course(s) Taught
Dr. Michael Breakey	PhD Learning and Leadership, University of Tennessee at Chattanooga	LEAD 7050 – Leadership: Learning and Professional Practice LEAD 7815 – Ethical Aspects of Decision-Making LEAD 7550 – Leadership Perspectives: Cultural Issues and Influence
Dr. John (Andy) Browne	PhD Learning and Leadership, University of Tennessee at Chattanooga	LEAD 7610 – Measurement, Evaluation, and Assessment LEAD 7820 – Data-informed Aspects of Decision-Making

Name	Academic credentials	Course(s) Taught
Dr. Elizabeth Crawford	EdD Leadership/Teaching and Learning, University of Tennessee at Knoxville, MS Industrial/Organizational Psychology, University of Tennessee at Chattanooga	LEAD 7000 – Learning and Leadership: Induction and Integration LEAD 7020 – Research and Inquiry LEAD 7030 – Leadership Decision-Making LEAD 7050 – Leadership: Learning and Professional Practice LEAD 7060 – Inquiry & Evaluation LEAD 7410 – Learning Outcomes: Alignment and Analysis LEAD 7150 – Diffusion of Innovation & Technology LEAD 7465 – Comprehensive Assessment Preparation LEAD 7500 – Learning Models, Design & Communication LEAD 7550 – Leadership Perspectives: Cultural Issues and Influence LEAD 7560 – Leadership: Accountability in Practice LEAD 7815 – Ethical Aspects of Decision-Making LEAD 7830 – Higher Education: Administration & Leadership; LEAD 7840 – Higher Education: Strategy & Decision-Making LEAD 7850 – Higher Education: Planning and Resources LEAD 7991 – Higher Education: Legal Aspects LEAD 7390 – Research Seminar: Presenting and Publishing LEAD 7700 Pre-Dissertation Seminar LEAD 7999 Dissertation
Dr. John Harbison	PhD Learning and Leadership, University of Tennessee at Chattanooga; Master's Industrial Technology, Western Carolina University	LEAD 7000 – Learning and Leadership: Induction and Integration LEAD 7010 – Leadership and Learning LEAD 7030 – Leadership Decision-Making LEAD 7150 – Diffusion of Innovation & Technology LEAD 7450 Reflective Practice and Competency Development LEAD 7465 – Comprehensive Assessment Preparation

Name	Academic credentials	Course(s) Taught
		LEAD 7250 Organizational Theory, Development, & Transformation LEAD 7610 – Measurement, Evaluation, and Assessment LEAD 7995 – Comprehensive Assessment Continuance
Dr. Ashleigh Pipes	PhD Linguistics, Georgetown University; MA Communication, University of West Florida	LEAD 7020 – Research & Inquiry LEAD 7060 – Inquiry & Evaluation LEAD 7500 – Learning Models, Design & Communication LEAD 7340 – Statistics for Research Design and Analysis LEAD 7380 – Statistics and Data Analysis LEAD 7370 – Qualitative Research Design LEAD 7390 – Research Seminar: Publishing and Presenting LEAD 7375 – Qualitative Design and Application LEAD 7700 Pre-Dissertation Seminar
Dr. David Rausch	PhD Leadership, Andrews University; MBA, Samford University; Post-Doc Graduate Certificate Educational Technology, Michigan State University	LEAD 7000 – Learning and Leadership: Induction and Integration LEAD 7010 – Leadership and Learning LEAD 7050 – Leadership: Learning and Professional Practice LEAD 7250 Organizational Theory, Development, & Transformation LEAD 7370 – Qualitative Research Design LEAD 7410 – Learning Outcomes: Alignment and Analysis LEAD 7810 – Cognitive Aspects of Decision-Making LEAD 7820 – Data-Informed Aspects of Decision-Making LEAD 7830 – Higher Education: Administration & Leadership LEAD 7840 – Higher Education: Strategy & Decision-Making LEAD 7850 – Higher Education: Planning & Resources



Name	Academic credentials	Course(s) Taught
		LEAD 7550 – Leadership Perspectives: Cultural Issues and Influence LEAD 7560 – Leadership: Accountability in Practice LEAD 7999 Dissertation
Dr. Jessica Taylor	PhD Leadership in Higher Education, Bellarmine University; MA. English, Western Kentucky University	LEAD 7020 – Research & Inquiry LEAD 7060 – Inquiry & Evaluation LEAD 7500 – Learning Models, Design & Communication LEAD 7340 – Statistics for Research Design and Analysis LEAD 7380 – Statistics and Data Analysis LEAD 7390 – Research Seminar: Presenting and Publishing LEAD 7370 – Qualitative Research Design LEAD 7465 – Comprehensive Assessment Preparation LEAD 7640 – Program Evaluations: Outcomes LEAD 7375 – Qualitative Design and Application LEAD 7700 Pre-Dissertation Seminar LEAD LEAD 7750 – Pre-Research Project of Practice LEAD 7899 – Research Project of Practice

#### ***4.2 Faculty Teaching Loads***

Due to the advanced individualized nature of doctoral level instruction and study, the Learning and Leadership doctoral programs utilize a load model specifically designed for inclusion of the time, effort, and demands of supervision and contribution to graduate level learning and dissertation research. Table 6 shows the student credit hour production for the Learning and Leadership faculty. See Appendix E for an example of the load model used for the program faculty.

Table 6: SCH Production

Student Credit Hour Production and Faculty FTE (Fall and Spring only)					
	2019-20	2020-21	2021-22	2022-23	2023-24
SCH	749	700	946	1001	1014
FT Faculty FTE	701	700	946	987	971
PT Faculty FTE	48	0	0	14	43

### 4.3 Faculty Diversity

The Learning and Leadership faculty are comprised of a diverse group of scholars, representing a wide variety of disciplinary backgrounds, which is aligned with the multi-disciplinary nature of the programs. Many of the faculty have worked full-time outside the academic setting for much of their careers, which is also in alignment with the work-embedded, applied nature of the programs. See Table 7 for faculty diversity.

Table 7: Faculty Diversity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
American Indian										
Asian										
African American		1								
Hispanic										
Multiple Races										
White	1	4	1	4	3	4	3	3	3	5
Unknown										
<b>Total</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>

### 4.4 Faculty Professional Development

The Learning and Leadership full-time faculty are engaged in a variety of professional development opportunities, including campus training opportunities and regional, national, and international conferences and workshops. The faculty members have rich research agendas that enhance their own teaching, scholarship, and professional practice as well as enhancing their skills and abilities to engage the students in advanced scholarship and practice. Table 8 lists professional development activities over the past five academic years.

Table 8: Faculty Professional Development

Faculty Member	Professional Development Activity
Mike Breakey	<p><b>Conferences</b>  Association for Continuing Higher Education 2024 South Conference  Association for Continuing Higher Education 2024 National Conference</p> <p><b>Courses</b>  Walker Center Teaching and Learning Institute: Fall 2023 Cohort  Applying the QM Rubric (APPQMR) – Online course  Leadership Through Social Influence – Online course  Creative Problem Solving – Online course  Human Excellence in the AI Age, Part 1: A Soft Skills Course – Online course  Ethical Leadership Through Giving Voice to Values – Online course  High Performance Collaboration: Leadership, Teamwork, and Negotiation – Online course  Global Impact: Business Ethics – Online course  Supporting Veteran Success in Higher Education – Online course  Removing Barriers to Change – Online course  Creative Thinking: Techniques and Tools for Success  2024 CQ Pro Assessment and MyCQ Pro eLearning Course Program – online course</p>
Andy Browne	<p><b>Conferences</b>  CAEL November 2022 (Chicago)  AALHE June 2023 (New Orleans)  CAEL November 2023 (Baltimore)  ACHE South February 2024 (Gulfport)  ACHE National October 2024 (Palm Springs)  CAEL October 2024 (New Orleans)</p> <p><b>Courses</b>  CAEL Assessing Prior Learning – September 2022  CAEL Roadmaps to Success: Understanding and Serving Your Adult Learners –September 2022  CAEL Attracting Adult Learners to Your Institution – September 2022  CAEL Engaging Adult Learners as Consumers – September 2022  CAEL Building Blocks for Effective PLA Programs – September 2022  CAEL Improving Programs With Labor Market Data – September 2022  Quality Matters: Peer Reviewer Certification – February 2023  EQi 2.0 and EQ 360 Certification – March 2023  Coursera: OKR Certification: Leadership and Goal Setting – May 2023  Coursera: Removing Barriers to Change – May 2023  Quality Matters 7th Edition Rubric Update – June 2023  Coursera: Leadership Through Social Influence – June 2024  2024 CQ Pro Assessment and MyCQ Pro eLearning Course Program – online course</p>

Elizabeth Crawford	<p><b>Conferences</b></p> <p>ACHE 2024 Conference – October 2024  ACHE South 2024 Conference – February 2024  SACSCOC 2023 Annual Conference – December 2023  ACHE 2023 Conference – October 2023  EdMedia 2023 Conference – July 2023  ACHE 2022 Conference – October 2022  EdMedia 2022 Conference – June 2022  EdMedia Innovate Conference – November 2022  SACSCOC 2022 Annual Conference – December 2022  QM Quality in Action Conference – April 2021  QM Connect Conference – November 2021  SACSCOC 2021 Annual Conference – December 2021  International Conference on Education and Social Development – March 2020  QM Regional Conference – April 2020  QM Connect Conference – November 2020  Women in Educational Leadership Conference – October 2019  E-Learn 2019 Conference – November 2019  SACSCOC 2019 Annual Conference – December 2019  QM Regional Conference – April 2019  QM Connect Conference – October 2019</p> <p><b>Courses</b></p> <p>Coursera – Generative AI for University Leaders  Coursera – OKR Certification: Leadership and Goal Setting  2024 CQ Pro Assessment and MyCQ Pro eLearning Course Program – online course</p> <p><b>Master’s Coursework</b></p> <p>Master of Legal Studies – UTK (8/10 courses completed)</p>
John Harbison	<p>CAEL Conference 2022  Coursera: OKR Certification: Leadership and Goal Setting – online course  2024 CQ Pro Assessment and MyCQ Pro eLearning Course Program – online course  Mentor Coaching – 6.5 hours – 2024  Coaching Professional Development through the International Coaching Federation:</p> <ul style="list-style-type: none"> <li>• Collective Possibility: Developing Dynamic Group Coaching Sessions – 1.5 CCE – Jan 2024</li> <li>• Coaching, Learning, and the Brain on Platform 9 ¾ - 1.5 CCE – Jan 2024</li> <li>• Creating Coaching Prosperity – 1.5 CCE – Jan 2024</li> <li>• Your Head, Heart and gut are Your Compass – 1.5 CCE – Jan 2024</li> <li>• Laser-focused Coaching: Get to the Point! – 1.5 CCE – Jan 2024</li> <li>• Group Coaching for Unemployed Clients 1.5 CCE – Jan 2024</li> <li>• Setting and Maintaining Boundaries – 1.5 CCE – Jan 2024</li> </ul>

	<ul style="list-style-type: none"> <li>• Career Talks: New Frontiers in Coaching 1.5 CCE – Jan 2024</li> <li>• Changing Brains for the Better – 1.5 CCE – Jan 2024</li> <li>• Hope-Action Theory in Practice – 1,5 CCE – Jan 2024</li> <li>• Why Everyone Needs Coaching – The Scientific Alchemy of Coaching – 1.5 CCE – Jan 2024</li> <li>• Understanding Diversity, Equity &amp; Inclusion in Career Coaching – 1.5 CCE – Jan 2024</li> <li>• Coaches Sharing Their Experiences in Supervision – 1.5 CCE – Jan 2024</li> <li>• Artificial Intelligence Coaching - Where do we Stand: - 1.5 CCE – Jan 2024</li> <li>• Why Practitioner-Researchers Are Needed in Coaching – 1.5 CCE – Jan 2024</li> <li>• How to Work with (Almost) Anyone – 1.5 CCE – Jan 2024</li> <li>• Laser-Focused coaching for Leaders – 1.5 CCE – Jan 2024</li> <li>• How Technology is Shaping the Future of Executive coaching – 1.5 CCE – Jan 2024</li> <li>• The Shift in the Leadership of Teams in Light of the New Normal – 1.5 CCE – Jan 2024</li> <li>• Boundaries of giving Feedback to Clients – 1.5 CCE – Jan 2024</li> <li>• Managing Contracting in Team Coaching – 1.5 CCE – Jan 2024</li> <li>• Coachability: The Missing Piece of Coaching – 1 CCE – Dec 2023</li> <li>• The Great Resignation! – 1.5 CCE – Dec 2023</li> <li>• Chatbots in Team Coaching: Possibilities and Future Outlook – 1.5 CCE – Dec 2023</li> <li>• Artificial Intelligence Coaching and the Future of our Profession – 1.0 CCE - Nov 2023</li> <li>• Intercultural Team Coaching: Unleashing the Power of Diversity – 1.5 – Nov 2023</li> <li>• ICF Coaching Ethics Course – 3 CCE – Nov 2023</li> <li>• An Executive Dialogue on Global Organizations – 1 CCE – April 2020</li> <li>• Mental Health: What does this mean for your coaching practice? – 1 CCE – Mar 2020</li> <li>• Essential Tools for Successful Team Coaching – 1.5 CCE Mar 2020</li> </ul>
Ashley Pipes	<b>Conferences</b> Assessment Institute, Indianapolis, IN (Oct. 2024) Association for the Assessment of Learning in Higher Education, Portland, OR (Jun. 2024) Assessment Institute, Indianapolis, IN (Oct. 2023) Association for the Assessment of Learning in Higher Education, New Orleans, LA (Jun. 2023)

	<p>American Association for Colleges and Universities, New Orleans, LA (Feb. 2023)</p> <p>Assessment Institute, Indianapolis, IN (Oct. 2022)</p> <p>Association for the Assessment of Learning in Higher Education Conference, Providence, RI (Jun. 2022)</p> <p>Council for the Study of Community Colleges Conference, Tempe, AZ (Mar. 2022)</p> <p>Assessment Institute, Online (2021)</p> <p>Appalachian College Association - Annual Summit: A community of innovation (Sept. 2021)</p> <p><b>Courses</b></p> <p>2021 Quality Matters – Applying the Quality Matters Rubric – online course</p> <p>2023 Quality Matters – Peer Reviewer Certification – online course</p> <p>2023-2025 University of Tennessee – Graduate Certificate in Educational Data Analytics – online course</p> <p>2024 CQ Pro Assessment and MyCQ Pro eLearning Course Program – online course</p>
David Rausch	<p><b>Conferences</b></p> <p>ACHE 2024 Conference – October 2024</p> <p>ACHE South 2024 Conference – February 2024</p> <p>SACSCOC 2023 Annual Conference – December 2023</p> <p>ACHE 2023 Conference – October 2023</p> <p>EdMedia 2023 Conference – July 2023</p> <p>ACHE 2022 Conference – October 2022</p> <p>EdMedia 2022 Conference – June 2022</p> <p>EdMedia Innovate Conference – November 2022</p> <p>QM Connect Conference – November 2021</p> <p>SACSCOC 2021 Annual Conference – December 2021</p> <p>QM Connect Conference – November 2020</p> <p>Women in Educational Leadership Conference – October 2019</p> <p>E-Learn 2019 Conference – November 2019</p> <p>SACSCOC 2019 Annual Conference – December 2019</p> <p><b>Courses</b></p> <p>Coursera – Generative AI Assistants Specialization</p> <p>Coursera – Prompt Engineering for Educators Specialization</p> <p>Coursera – Generative AI for University Leaders</p> <p>Coursera – Leadership through Social Influence</p> <p>Coursera – Become a Peer Sponsor: Intro to Military Transition Support</p> <p>Coursera – Influencing People</p> <p>Coursera – Ethical Leadership Through Giving Voice to Values</p> <p><b>Certifications</b></p> <p>EQi 2.0 and EQ 360 Certification – March 2023</p> <p>CQ Certified Facilitator Training</p> <p>CQ Certified Facilitator Train-the Trainer Certificate</p> <p>SHRM-CP</p>

Jessica Taylor	2021 Quality Matters – Applying the Quality Matters Rubric 2023 Quality Matters – Peer Reviewer Certification 2023-2025 University of Tennessee – Graduate Certificate in Educational Data Analytics 2024 CQ Pro Assessment and MyCQ Pro eLearning Course Program Assessment Institute, Indianapolis, IN (Oct. 2024) Association for the Assessment of Learning in Higher Education, Portland, OR (Jun. 2024) 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 (Jun. 2022) Council for the Study of Community Colleges Conference, Tempe, AZ (Mar. 2022) Assessment Institute, Online (2021) Appalachian College Association - Annual Summit: A community of innovation (Sept. 2021)
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#### ***4.5 Faculty Planning, Evaluation, and Improvement to Advance Student Success***

The faculty actively engages in regular planning, evaluation, and improvement activities that measure and advance student success. To enrich and improve the curriculum, which is maintained at the program level, faculty members may propose changes including curriculum, program goals, and overall assessment processes based on feedback from students and discussion during faculty meetings. The department reviews all proposals and, if approved, submits them to the Curriculum system for the university, which then routes proposals through appropriate committees and authorities. Once fully approved, the university implements the changes in the following academic year.

#### ***4.6 Faculty Evaluation System***

The university includes a multi-point system for evaluation and assessment of faculty. All tenure-track and tenured faculty in the University of Tennessee System are required by the “Board of Trustees Policies Governing Academic Freedom, Responsibility, and Tenure” to participate in annual Performance and Planning reviews as a mandatory term of employment. At UTC, Faculty Evaluation and Development by Objectives (EDO) defines the process for these reviews. The EDO process is based on identifying objectives, establishing a realistic program for obtaining these objectives, and evaluating and rewarding performance for achieving them. Evaluation of faculty performance is an essential component of the EDO process, providing formative and summative assessment of the individual’s performance so that s/he can maintain or improve subsequent performance; serving as a basis for promotion, tenure, salary, and other decisions;

and providing accountability regarding the quality of teaching, research, and service. Complete guidelines for faculty evaluation are found in the UTC Faculty Handbook (link: <https://utc.pressbooks.pub/utcfacultyhandbook/> - Sections 3.4 (Tenure/tenure track) and 4.4 (Non tenure track)).

Both the objective-setting and performance evaluation steps of the EDO process are reviewed by the department head and s/he responds with comments and suggestions for revision, when appropriate. Upon finalizing the EDO documents, the department head assigns faculty to one of three categories: meets expectations for rank, needs improvement for rank, or unsatisfactory for rank. In addition, the department head can nominate faculty for a fourth category: exceeds expectations for rank. This nomination is submitted to the Dean and is subject to endorsement from the Dean, Provost, and Chancellor. Over the past five years, all of the faculty in our department have fully met or exceeded expectations.

## 5: Learning Resources

5. Learning Resources-Criterion for Evaluation	
5.1	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.
5.2	The program has access to learning and information resources that are appropriate to support teaching and learning.
5.3	The program provides adequate materials and support staff to encourage research and publication.

### 5.1 Equipment and Facilities

The Learning and Leadership faculty and staff offices are located in Hunter Hall on the fourth floor. The Learning and Leadership dedicated classroom is also located on the fourth floor of Hunter Hall. This classroom is specifically designed with advanced technological tools that support the hybrid delivery of the courses, including the ability for remote participants to connect for live, real-time audio and video.

New advances in interactive video software and hardware have become available that enhance the technology and service to faculty and students for the dedicated classroom.

### 5.2 Learning and Information Resources

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 (See Appendix F for report).

### ***5.3 Adequate Materials and Support Staff to Encourage Research and Publication***

All students in the doctoral program are required to write a research-based dissertation or a research project of practice, which is published as a result of successful completion to the UTC Scholar database (indexed on WorldCat). These culminating manuscripts are typically work-embedded in the candidates' professional practice and have few material and support needs beyond their specific job setting. For candidates who need additional materials, support, and resources, they are encouraged to seek funding and support from a number of university grant opportunities.

## **6: Support**

6. Support-Criterion for Evaluation	
6.1	The program's operating budget is consistent with the needs of the program
6.2	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.
6.3	The program is responsive to local, state, regional, and national needs
6.4	The program regularly and systematically collects data on graduating students and evaluates placement of graduates.
6.5	The program's procedures are regularly reviewed to ensure alignment to institutional policies and mission.

### ***6.1 Program Operating Budget***

A budget summary for the Learning and Leadership programs for the past five years is located in Table 9. The operating budget adequately supports travel (including professional development), office supplies, equipment, software, printing, and promotional materials. The allocated budget is sufficient for our current needs.

Table 9: Budget Overview

Learning and Leadership Budget					
	2019-20	2020-21	2021-22	2022-23	2023-24
Total Expenditures	\$556,169	\$526,365	\$647,785	\$472,352	\$632,363
Expenditures per FT Faculty FTE	\$278,084	\$263,183	\$215,928	\$472,352	\$632,363

Expenditures per Student Major	\$5,980.31	\$5,721.36	\$5,398.21	\$3,551.52	\$5,018.76
Expenditures per SCH	\$517	\$494	\$471	\$327	\$421

## 6.2 Enrollment/Graduation Rates

The programs each admit a new cohort of participants each year with approximately 10-18 new admissions. Cohort coursework occurs in a lock-step format; however, students occasionally need to take classes with a later cohort due to a leave of absence. Once a student has transitioned to candidacy, s/he is enrolled in dissertation or research project of practice course hours until graduation.

Over the review period, enrollment has grown overall with an average of 113 participants per semester (See Table 10 below).

Table 10: Enrollment and Student Credit Hours

<i>Enrollment and Student Credit Hours</i>					
<b>Total Major Enrollment Across All Major Codes</b>	<b>93</b>	<b>92</b>	<b>120</b>	<b>133</b>	<b>126</b>
Fall SCH	365	353	505	528	529
Spring SCH	384	347	441	473	485
Summer SCH <sup>5</sup>	327	366	429	443	489
Total Academic Year SCH	1,076	1,066	1,375	1,444	1,503

The graduation rates for the program remain steady. See Table 11 for degrees awarded data.

Table 11: Graduation by Semester

Semester/Year	Total # graduates	Breakdown by major	Total by academic year
Fall 2020	0	N/A	
Spring 2021	1	1 PhD LL	
Summer 2021	2	1 EdD LL/1 PhD LL	3
Fall 2021	1	1 EdD LL	
Spring 2022	1	1 PhD LL (posthumous)	
Summer 2022	0	N/A	2
Fall 2022	2	2 PhD LL	

Spring 2023	6	2 EdD LL / 4 PhD LL	
Summer 2023	4	2 EdD LL / 2 PhD LL	12
Fall 2023	3	2 EdD LL / 1 PhD LL	
Spring 2024	2	2 PhD LL	
Summer 2024	1	1 PhD LL	6

### ***6.3 Responsive to Local, State, Regional, and National Needs***

A few years after the initial program offerings, the environment changed and a number of program inquiries, prospective applicants, accepted applicants, and retained students revealed an increasing level of interest from outside the K-12 market. Applicants were increasingly coming from regional organizations like BlueCross BlueShield, Tennessee Valley Authority, Unum, Cigna, Volkswagen, healthcare organizations, higher education institutions, and local and regional government. These applicants do not find the EdD designation appropriate. They are looking for advanced study in learning and leadership, including performance measurement, organizational transformation, and continuous improvement, that is outside the K-12 environment. To enhance the Learning and Leadership program and respond to the changing environment, in 2016, the university proposed and received approval to offer a PhD designation in addition to the EdD credential to emphasize advanced scholar-practitioner research and application.

### ***6.4 Graduates Data and Career Information***

The Program Office circulates an exit survey to students upon graduation to gather data about the program, their career status, and recommendations about the degree program. Additionally, the Program Office sends annual surveys to alumni to collect information on employment and alumni news. Starting in 2019, questions related to the degree and its contribution to their professional/personal pursuits were added. (See Appendix G for an example of the graduate and alumni surveys and results).

### ***6.5 Program Procedures Regularly Reviewed***

The program faculty and staff meet on a bi-weekly basis to review curriculum, program processes, student concerns, and other topics. As needed, program processes and procedures are revised to ensure that student needs are met. This process also includes review of any revisions to department, college, university, or system policies and processes to ensure that LEAD programs are in alignment. The Program Office maintains a digital database of program procedures and processes, which are utilized on an ongoing basis. These processes range from simple response emails to general program questions, to specific detailed instructions for conducting distance class meetings and defenses.

### ***Response to last Program Review***

Based on the program review in 2020, we received the following feedback:

- Finalize plans for minor changes to the name and curriculum in the PhD program

- Make changes to the EdD program during the 2020-21 academic year
- Marketing plan to ensure prospective students and employers understand the difference in these 2 programs, as well as a recruiting plan for both doctoral programs
- Plans for future faculty growth based on enrollment targets

Since this report was completed, we have finalized the name changes for both current doctoral programs, including finalizing the curriculum for the revised EdD program, which will live in Fall 2021. We have updated the websites for all doctoral programs and clarified program expectations for each website. Our marketing plan continues to evolve as we work with the Graduate School and Marketing and Communications offices. We now include updated marketing through university channels on social media as well as sending out targeted emails and links to the websites to contacts who have requested information about the programs.

Based on growth over the past several years, we have added one full-time assistant professor (fully funded) and one full-time faculty of practice member (internally funded at this time) who teach in both the undergraduate program and the doctoral programs. Our goal is to have the professor of practice position fully funded in the coming years and seek new faculty as the programs continue to grow and expand.