Academic

Program Review

Doctorate in Learning and Leadership

2016-2019

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

Learning and Leadership Doctoral Program
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Introduction

The EdD in Learning & Leadership was established in 2005 and has been offered at UTC for the past 14 years. The focus of the program is 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 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 increasingly came from regional organizations like BlueCross BlueShield, Tennessee Valley Authority, Unum, Cigna, Volkswagen, 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. The programs currently serve 52 active doctoral students, 32 active dissertation candidates, and has produced 91 graduates.

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 program requires a full research dissertation as the culminating evidence for successful completion.

Major themes covered in the program include:

- *What role does learning play in individual and organizational performance and improvement?*
- *How do we measure individual and organizational performance*?
- *What are the key elements required for effective decision making for the benefit of the individual and the organization?*

LEAD Mission Statement: The mission of the LEAD programs is 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 learning, leadership and decision-making; emphasizing proficiency individuals will need as they pursue the challenges of organizational change.

LEAD Vision Statement: The vision of the LEAD programs provide an opportunity for working professionals to earn a doctoral level degree in Learning and Leadership that includes the

application of leadership and learning through conducting investigation, analysis, and dissertation research of professional practice topics across the region and nationwide.

1. Learning Outcomes

1.1 Program and Student Learning Outcomes

The doctoral program has 9 program outcomes, 7 of which are specifically related to competency areas for the program and 2 of which are related to the profession/discipline:

The 7 competency areas for the program include the following:

- Learning
- Leadership
- Research
- Measurement
- Organizational Effectiveness
- Technology and Innovation
- Communication

Specific Program Level Outcomes include the following:

As inquiring scholars of *Learning*, participants will:

- Differentiate and articulate learning differences, organizational learning, and strategies in terms of theoretical knowledge in the fields of human learning and cognition
- Assess established interpretations, and explore implications of theories, ideas, conditions, and/or practice, including construction of alternative interpretations, applications, and/or theoretical frameworks

As inquiring scholars of *Leadership*, participants will:

- Discriminate, evaluate, and synthesize how various disciplines contribute to the process of leadership and transformation
- Describe and articulate one's own leadership style and intercultural development level and be able to demonstrate how it fits into the leadership process as it relates to the cultural and organizational environment

As inquiring scholars of *Research*, participants will:

- Synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses, including justifying new research questions with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research

- Demonstrate the ability to engage with peers and interact with faculty regarding research and the role of researcher within their respective professional practice

As inquiring scholars of *Measurement*, participants will:

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

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

- Analyze and evaluate the role of leadership in planning and guiding an organizational transformation process
- Diagnose and analyze organizational process, structure and human resource issues at the individual, small group, inter-group, and system level; resulting in recommendations for sustainable improvement

As inquiring scholars of *Technology & Innovation*, participants will:

- Evaluate and integrate the role of technology and innovation adoption in organizational setting
- Demonstrate technological proficiencies as applied to communication, data collection, data analysis, leadership process, and decision making

As inquiring scholars of *Communication*, participants will:

- Construct and implement appropriate and skillful use of both verbal and written communication including the use of technology
- Demonstrate active communication, effective negotiation, and presentation skills in both interpersonal 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

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, 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 (ABD), they participate in a series of defenses to demonstrate competence in their culminating research. Candidates prepare and defend a dissertation prospectus, proposal, and 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. 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 entry is completed in Campus Labs. Campus Labs 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/QuestionPro surveys.

We have revised program goals over the past three years. Previously we were meeting our enrollment, progression, and graduation target goals. Through 2016-2017 AY, we had retention and advancement to candidacy goals of 50%. After review of previous years' data, we discovered that we had met and exceeded these goals consistently. Subsequently, we raised the retention and candidacy goals to 75% beginning with AY 2017-2018. We continue to meet these stretch goals as well as our graduation benchmarks.

We make ongoing revisions to the LEAD curriculum in order to improve success and progression. For example, we have changed the sequence of the transition from coursework to Dissertation. Previously, participants were required to complete all core/elective coursework (including LEAD 7700 Pre-Dissertation Seminar) prior to defending the Comprehensive Assessment. We identified a number of students who were not advancing to candidacy because they were spending multiple semesters in LEAD 7995 Comprehensive Assessment Continuance after completing LEAD 7700. Then, upon successful Comprehensive Assessment, they needed to re-take LEAD 7700 in order to review and rewrite their prospectus manuscript. We have changed the order of coursework and milestones; participants will now take LEAD 7700 only after they have successfully completed the Comprehensive Assessment, thus advancing to Candidacy. This sequencing change allows participants to focus their efforts on the Digital Portfolio/Comprehensive Assessment prior to focusing their efforts on the Dissertation Prospectus (Pre-Dissertation Seminar and Dissertation). We will continue to identify ways to

support our doctoral scholar-practitioners through the various transition points (coursework to Comprehensive Assessment to Dissertation to graduation).

1.4 Alignment with Institution Mission

Institutional Mission – The University of Tennessee at Chattanooga is an engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through strategic partnerships and community involvement. In fulfilling its mission, it is dedicated to three core values. The first core value of preparing for the future encompasses the development of ethically and socially responsible leaders, professionals, scholars, and citizens, as well as the creation of opportunities for those who seek truth, knowledge, and quality of life. The second core value of education and engagement is characterized by excellence in teaching within a student-focused, supportive, and challenging environment; achievement and national recognition in research, scholarship, and creative endeavors; and effective partnerships that provide meaningful involvement in educational, economic, and community development. The third core value, positive institutional environment, is defined by the following characteristics: a collegial, mutually respectful, and professionally rewarding environment; broad diversity of people and ideas to strengthen the institution and community; and reasonable and affordable access to higher education.

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 plan are:

1. Partnerships for Students: Teaching and Learning
2. Partnerships for Education and Research
3. Partnerships for Diversity
4. Enabling Partnerships

The Learning and Leadership doctoral programs directly address Strategic directives 1 & 2. As it relates to Strategic directive 1, the program is specifically designed as a partnership between participants and faculty in the areas of Teaching and Learning. Participants are engaged in the learning process throughout the coursework phase of the program. All courses are designed to

include collaborative and social cognitive learning components, which enhances and increases the student engagement in the teaching and learning processes.

Strategic directive 2 includes partnerships for education and research. Each doctoral candidate completes a full research dissertation, which is typically aligned with his/her professional practice. Through this process, we partner for research opportunities with a large number of institutions and organizations. The completed dissertation serves as a documentation and ongoing record of addition to the field and ongoing research on the professional practice of the doctoral candidates.

The Learning and Leadership doctoral program aligns with our university mission by assisting the university to expand the number of graduates from graduate programs in areas that align with workforce needs in our region and the state. As a multi-disciplinary program, the Learning and Leadership program engages a wide variety of learning and leadership professionals within our region and beyond. We define a multi-disciplinary approach as one that incorporates an integrated view of learning and leadership across a variety of organizational settings and environments. Professional scholar-practitioners, representing a number of disciplines and organizations, work and learn together in a collaborative environment.

2. Curriculum

The LEAD doctoral program operates on a cohort model for the first 7 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 the literature and best practices.

The initial program was offered as an EdD built on a rigorous scholar-practitioner model that included a full research dissertation. Based on input from the community and prospective students during the first 10 years of the program, the university developed a plan for adding the PhD designation to better align with the needs of some organizations and potential learners. In 2016, the Tennessee Higher Education Commission approved the addition of the PhD designation. In an effort to ensure that the two degrees are differentiated and serving the appropriate audiences, the following separate curricular paths have been adopted. We are in the process of further differentiating the two degree paths to serve multiple constituencies in the state and region. Table 1 depicts the curriculum for the two program designations.

Table 1:Curriculum for Program Designations

EdD in Learning and Leadership	PhD in Learning and Leadership
LEAD 7400 – Foundations of Human Learning (3 credit hours)	LEAD 7400 – Foundations of Human Learning) (3 credit hours)
LEAD 7350 – Research Methodologies (3 credit hours)	LEAD 7350 – Research Methodologies (3 credit hours)
LEAD 7100 – Leadership Theory and Transformation (3 credit hours)	LEAD 7100 – Leadership Theory and Transformation (3 credit hours)
LEAD 7610 – Measurement, Evaluation and Assessment (3 credit hours)	LEAD 7610 – Measurement, Evaluation and Assessment (3 credit hours)
LEAD 7500 – Learning Models, Design & Communication (3 credit hours)	LEAD 7500 – Learning Models, Design & Communication (3 credit hours)
LEAD 7360 – Research Design and Analysis (3 credit hours)	LEAD 7360 – Research Design and Analysis (3 credit hours)
LEAD 7150 – Diffusion of Innovation & Technology (3 credit hours)	LEAD 7150 – Diffusion of Innovation & Technology (3 credit hours)
LEAD 7250 – Org. Theory, Development and Transformation (3 credit hours)	LEAD 7250 – Organizational Theory, Development and Transformation (3 credit hours)
LEAD 7340 – Statistics for Research Design and Analysis (3 credit hours)	LEAD 7340 – Statistics for Research Design and Analysis (3 credit hours)
LEAD 7700 – Pre-Dissertation (3 credit hours)	LEAD 7810 – Cognitive Aspects of Decision Making (3 credit hours)
LEAD 7999 – Dissertation (12 credit hours)	LEAD 7815 – Ethical Aspects of Decision Making (3 credit hours)
	LEAD 7820 – Measurement Aspects of Decision Making (3 credit hours)
	LEAD 7370 – Qualitative Research (3 credit hours)
	LEAD 7700 – Pre-Dissertation (3 credit hours)
Focused Electives (24 credit hours)	LEAD 7999 – Dissertation – (15 credit hours)
	Focused Electives (18 credit hours)
Total 66 Credit Hours	**Total 75 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

Semester	PhD	EdD
Fall I	LEAD 7350 Research Methodologies (3 credit hours)	LEAD 7350 Research Methodologies (3 credit hours)
	LEAD 7400 Foundations of Human Learning Theories (3 credit hours)	LEAD 7400 Foundations of Human Learning Theories (3 credit hours)
Spring I	LEAD 7100 Leadership Theory & Transformation (3 credit hours)	LEAD 7100 Leadership Theory & Transformation (3 credit hours))
	LEAD 7340 Statistics for Research Design & Analysis (3 credit hours)	LEAD 7340 Statistics for Research Design & Analysis (3 credit hours)
Summer I	LEAD 7150 Diffusion of Innovation & Technology (3 credit hours)	LEAD 7150 Diffusion of Innovation & Technology (3 credit hours)
	LEAD 7370 Qualitative Research Design (3 credit hours)	Elective
Fall II	LEAD 7250 Organizational Theory, Development & Transformation (3 credit hours)	LEAD 7250 Organizational Theory, Development & Transformation (3 credit hours)
	LEAD 7500 Learning Models, Design & Communication (3 credit hours)	LEAD 7500 Learning Models, Design & Communication (3 credit hours)
Spring II	LEAD 7610 Measurement, Evaluation and Assessment (3 credit hours)	LEAD 7610 Measurement, Evaluation and Assessment (3 credit hours)
	LEAD 7810 Cognitive Aspects of Decision-Making (3 credit hours)	Elective (3 credit hours)
Summer II	LEAD 7360 Research Design & Analysis (3 credit hours)	LEAD 7360 Research Design & Analysis (3 credit hours)
	LEAD 7815 Ethical Aspects of Decision-Making (3 credit hours)	Elective (3 credit hours)
Fall III	LEAD 7820 Data-Informed Aspects of Decision-Making (3 credit hours)	Elective (3 credit hours)
Spring III+	Required Elective Courses (18 credits)	Additional Required Elective Courses (15 credits)
	LEAD 7700R Pre-Dissertation Seminar (3 credit hours)	LEAD 7700 Pre-Dissertation Seminar (3 credit hours)
	LEAD 7999R Dissertation (minimum 15 credit hours)	LEAD 7999R Dissertation (minimum 12 credit hours)

2.3 Advance Academic Content

The program incorporates theoretical constructs of various multidisciplinary professional practices to 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 masters levels. In addition, the programs include a complete, individualized research dissertation 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: Curriculum Map

Learning and Leadership EdD/ PhD	Outcomes								
Curriculum Map Worksheet	1: Learning	2: Leadership	3: Research	4: Measurement	5: Organizational Effectiveness	6: Technology and Innovation	7: Communication	8: Application to Professional Practice and Decision-Making	9: Contribute to Field of Expertise
Courses/ Culminating Events									
7400: Foundations of Human Learning	I, P	I			I	I	I, P	I	
7350: Research Methodologies			I	I				I	I
7100: Leadership Theory and Transformation	R	I, P	I	I	I	I	I, P	R, P	
7340: Statistics for Research Design and Analysis			R, P	R, P		R		R, P	I
7150: Diffusion of Innovation & Technology					I	I, P	I, P	R, P	
7360: Research Design and Analysis			P, R	R, P		P, R		R, P	I, P

7250: Organizational Theory, Development Transformation	R	R, P		R	I, R, P	R	R	R, P	
7500: Learning Models, Design, and Communication	R, P			R	R	R, P	R, P	R, P	
7610: Measurement, Evaluation, and Assessment			R	R, P		R		R, P	R, P
7810: Cognitive Aspects of Decision-Making	P	P				P		P	
7815: Ethical Aspects of Decision-Making	P	P					P	P	
7820: Data-Informed Aspects of Decision-Making					P		P	P	
Elective Coursework (18-24 credit hours)								P, C	
7700: Pre-Dissertation			R, P	R, P				C	R, P
Comprehensive Assessment	C	C	C	C	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									

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 related to the program theoretical constructs and his/her professional practice.

2.7 Distance Learning

LEAD 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. 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.

2.8 Appropriate Pedagogical and/or Technological Innovations

The Learning and Leadership doctoral programs are 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. 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 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 classroom with the asynchronous format provided in the virtual classroom for analysis, reflection and synthesis. As a complement to the use of the hybrid delivery process, the Learning and Leadership program virtual classroom is hosted in the university Learning Management System (LMS). The university utilized Blackboard during the time-frame of the self-study, however it has recently switched to Canvas this past academic year (2019-2020). 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

3.1 Critical Mass of Students

Participants in the doctoral program are selected into annual cohorts with a diverse representation of backgrounds and disciplinary perspectives. Our goal is 16-22 new participants per year (per cohort). We recruit full-time working professionals with at least 2 years of work experience (preferably in a leadership role) within driving distance of UTC (300-mile radius). Applicants may 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).

In terms of diversity, the Admission Committee considers all required items holistically in the admission process (GPA, GRE scores, recommendations, resume, CV, Statement of Purpose Essay, personal interview). We do not require a minimum score on the GRE. 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 4: Student Diversity

Gender and Ethnicity						
Students/Participants						
	2016-2017		**2017-2018***		**2018-2019***	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Multiple Races	2	1	1	1	1	1
Unknown	1	2	2	1	3	1
American Indian					1	
Asian	1		1			
Hispanic			1		1	2
Native Hawaiian or Other Pacific Islander						
African American	9	4	6	4	8	4
White	36	32	31	24	38	28
Total	**49**	**39**	**42**	**30**	**52**	**36**
*Totals include both the EdD and PhD. In 2016-2017, the EdD was the only degree option for Learning and Leadership.						

3.2 Student Opportunity to Evaluate Curriculum and Faculty

Students are provided the opportunity to evaluate the learning opportunity 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. Programs have the opportunity to request additional questions as desired.

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 Planning, Evaluation, and Institutional Research (OPEIR) administers the course 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 seven-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 evaluations are opened to students three weeks prior to the last day of classes. Students access course evaluations through MyMocsNet or links, which are automatically emailed to them. They then have the entire three-week period (through the final day of classes) to complete the process of rating their courses.

Shortly after final semester grades are turned in, results of the course evaluations are made available to faculty. Results are available for classes with 5 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 also is 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 Research Dialogues (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 UTC's Counseling Center, Center for Career and Leadership Services, Center for Women and Gender Identity, Athletic and Recreation Center (ARC), 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

4.1 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 SACSCOC credentials. Table 5 documents the faculty academic backgrounds. See Appendix D for faculty CVs.

Table 5: Faculty Academic Credentials

Name	Academic Credentials	Course(s) Taught
Dr. Steven Banks	Ed.D. Educational Psychology, University of Tennessee at Knoxville; Masters Counseling, University of Tennessee at Knoxville; Bachelors History, University of Tennessee at Knoxville	LEAD 7340 Statistics for Research Design & Analysis; LEAD 7999 Dissertation
Dr. Hinsdale Bernard	Ph.D. Educational Administration, Andrews University; M.A. Education, University of the Virgin Islands; Dip.Ed. Science Education, University of the West Indies (Trinidad); B.Sc. Chemistry with Industrial Chemistry, University of the West Indies (Trinidad)	LEAD 7350 Research Methodologies; LEAD 7700 Pre-Dissertation Seminar; LEAD 7999 Dissertation
Dr. Elizabeth Crawford	Ed.D. Leadership/Teaching and Learning, University of Tennessee at Knoxville, M.S. Industrial/Organizational Psychology, University of Tennessee at Chattanooga, B.A. Communications, University of Tennessee at Chattanooga	LEAD 7150 Diffusion of Innovation & Technology; LEAD 7350 Research Methodologies; LEAD 7400 Foundations of Human Learning Theories; LEAD 7450 Reflective Practice and Competency Development; LEAD 7500 Learning Models, Design & Communication; LEAD 7700 Pre-Dissertation Seminar; LEAD 7815 Ethical Aspects of Decision-Making; LEAD 7830 Higher Education: Administration & Leadership; LEAD 7991 Higher Education: Strategy & Decision-Making; LEAD 7991 Research Seminar; LEAD 7999 Dissertation

Dr. John Harbison	Ph.D. Learning and Leadership, University of Tennessee at Chattanooga; Master's Industrial Technology, Western Carolina University; B.S. Engineering Management, University of Tennessee at Chattanooga	LEAD 7450 Reflective Practice and Competency Development; LEAD 7250 Organizational Theory, Development, & Transformation; LEAD 7991 Research Seminar; LEAD 7999 Dissertation
Dr. Ted Miller	Ph.D. Educational Psychology, Indiana University; M.A. Experimental Psychology, Morehead State University; B.A. Psychology, Morehead State University	LEAD 7610 Measurement, Evaluation and Assessment; LEAD 7360 Research Design and Analysis; LEAD 7820 Data-Informed Aspects of Decision-Making; LEAD 7999 Dissertation
Dr. Elizabeth O'Brien	Ph.D. Counselor Education, University of Central Florida; Education Specialist Marriage and Family Counseling, University of South Carolina at Columbia; Bachelor of Arts Sociology, University of South Carolina	LEAD 7815 Ethical Aspects of Decision-Making; LEAD 7991 Interviewing & Research; LEAD 7999 Dissertation
Dr. David Rausch	Ph.D. Leadership, Andrews University; M.B.A., Samford University; Undergraduate Studies, University of Alabama; Post-Doc Graduate Certificate Educational Technology, Michigan State University	LEAD 7400 Foundations of Human Learning Theories; LEAD 7810 Cognitive Aspects of Decision-Making; LEAD 7820 Data-Informed Aspects of Decision-Making; LEAD 7830 Higher Education: Administration & Leadership; LEAD 7991 Higher Education: Planning & Resources; LEAD 7999 Dissertation
Dr. Christopher Silver	Ed.D. Learning and Leadership, University of Tennessee at Chattanooga; Ph.D. Social Psychology, University of Tennessee at Knoxville (ABD), M.A. Religion and Culture, Wilfrid Laurier University (Waterloo, Canada); M.S. Psychology (Research), University of Tennessee at Chattanooga; B.A. Psychology, University of Tennessee at Chattanooga; B.A. Religious Studies, University of Tennessee at Chattanooga	LEAD 7350 Research Methodologies; LEAD 7360 Research Design & Analysis; LEAD 7370 Qualitative Research Design; LEAD 7700 Pre-Dissertation Seminar; LEAD 7999 Dissertation

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					
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
SCH	561	571	656	615	680
SCH by TT	559	571	611	615	605
SCH by NTT	2	0	45	0	75
FT Faculty FTE	31.24	2.00	4.25	4.00	6.25

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 program. Many of the faculty have worked full-time outside the academy for much of their careers, which is also in alignment with the work-embedded, applied nature of the program. See Table 7 for faculty diversity.

Table 7: Faculty Diversity

Faculty Gender and Ethnicity	**2016-2017**		**2017-2018**		**2018-2019**	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Multiple Races						
Unknown						
American Indian						
Asian						
Hispanic						
African American		1		1		1
White	1	3	1	3	1	5
Total	**1**	**4**	**1**	**4**	**1**	**6**

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 three academic years.

Table 8: Faculty Professional Development

Faculty Member	Professional Development Activity
Hinsdale Bernard	National Science Teachers Association National Conference (2016) Quality Matters APPQMR course (2017) Southeast Regional Meeting of the American Chemical Society (2017)
Elizabeth Crawford	ELEARN Annual Conference (2016, 2017, 2018) ICESD International Conference on Education and Social Development (2019) MAGNA Teaching with Technology Conference (2018) NATDC Conference (2018) Quality Matters Master Reviewer course (2017) Quality Matters Master Reviewer refresher (2019) Quality Matters Regional Conference (2019) SACSCOC Annual Conference (2016, 2017)
John Harbison	Quality Matters APPQMR course (2018) UTC Teaching and Learning Institute (2018)
Ted Miller	Quality Matters APPQMR course (2016) Quality Matters Peer Reviewer course (2016)
David Rausch	AAC&U General Education and Assessment Conference (2018) AASCU Academic Affairs Winter Meeting (2017, 2018) CUPA-HR Higher Education Symposium (2018) EAB APS Summit (2016, 2017, 2018) EAB Connected (2016, 2017, 2018) IELOL Immersion (2017) Institute on Teaching and Mentoring (2016) National Conference of Academic Deans (2018) Quality Matters Peer Reviewer course (2016) Quality Matters Master Reviewer course (2018) Quality Matters Master Reviewer refresher (2019) SACSCOC Annual Conference (2016, 2017) SACSCOC Institute on Quality Enhancement and Accreditation (2016)
Christopher Silver	Annual Meeting of the American Psychological Association (2018) Culturally Inclusive Care Conference (2018) Quality Matters APPQMR course (2018) UTC Teaching and Learning Institute (2018)

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 college Curriculum committee. The proposal(s) then continue through university review and approval processes. 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 with regard to the quality of teaching, research and service. Complete guidelines for faculty evaluation are found in the UTC Faculty Handbook. Click here for guidelines (Section 3.4).

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 5 years, all of the faculty in our department have fully met or exceeded expectations.

5. Learning Resources

5.1 Equipment and Facilities

The Learning and Leadership faculty and staff offices are located in Hunter Hall on the second floor. The Learning and Leadership dedicated classroom is also located on the second 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.

Over the past two years, new advances in interactive video software and hardware have become available that will enhance the technology and service to faculty and students for the dedicated classroom. The Program faculty and staff have worked with Information Technology to identify and order updated classroom technology. This technology is scheduled to be installed during the Spring 2020 semester.

5.2 Learning and Information Resources

UTC Library Accreditation Report
College of Health, Education, and Professional Studies
Learning and Leadership
Review completed August 2019

UTC Library General Information
UTC Library Collections
UTC Library Services
Library Technology and Spaces

UTC Library General Information

Mission

The mission of the UTC Library is to support the teaching and research of faculty and students of the University of Tennessee at Chattanooga through the development of collections and services to promote and enhance the university's curriculum and research endeavors. Information about the UTC Library is available at http://www.utc.edu/library.

Personnel, Budget, and General Overview

The UTC Library has 25 faculty members, 16 staff specialists, and over 700 hours of student help to support the UTC community. The total library budget for 2019 was approximately $4.6 million.

UTC opened a new library facility in January 2015. This new 184,725 square foot facility is open 125 hours per week during the academic semester and provides students, faculty, and staff with access to state-of-the-art technology, spaces, and services. The Library boasts access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Furthermore, both group and individual instruction and consultation are provided to students, faculty, and staff at service points throughout the Library including, Library Instruction, Information Commons, Studio, Special Collections, and the Writing and Communication Center. Finally, co-located in the Library are important student and faculty service points including The Center for Advisement that offers advising, supplemental instruction, and tutoring and the Walker Center for Teaching and Learning providing UTC Faculty with instruction and consultation in the areas of teaching, learning, and technology integration.

UTC Library Collections
Databases, Serials, and Ongoing Expenditures

The Library makes available 74,207 serial titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. The Library has identified 1,423 print and electronic journals that support the research and curriculum associated with Learning and Leadership.

The majority of journal content is current and online via journal packages from publishers including Springer/Nature, Elsevier, Wiley, Taylor and Francis, Sage, Ovid, and Oxford University Press. These packages provide access to online journal content across the many disciplines associated with Learning and Leadership.

A review of current UTC Library database subscriptions finds the following that support disciplines associated with Learning and Leadership: Education Collection with ERIC, PsycINFO w/PsycArticles, ABI Inform Complete, and Business Source Premier. In addition, the Library makes available numerous multidisciplinary databases such as Sage Research Methods, ProQuest Central, Web of Science, and Academic OneFile, to complement subject-specific resources.

Monographs, Audio-Visuals, and One-Time Expenditures

The Library's print and electronic book collection consists of 698,394 unique titles. 33,651 fall within the subject classifications H, HA, L-LT, HD28-70, HM, which are applicable to the Learning and Leadership curriculum. The Library's collection of physical A/V consists of 20,694 items of which, 219 are appropriate to the Learning and Leadership program. Additionally, the library provides access to over 200,000 streaming music and video files through various service providers like Alexander Street Press, Docuseek, Kanopy, Henry Stewart Talks, and Naxos Music.
UTC Library Services

Interlibrary Loan

The Library offers interlibrary loan (ILL) and Document Delivery services at no cost to students and faculty who need to acquire materials that are not owned or accessible by the Library. Patrons can submit and track progress of requests, receive email notification of materials that have arrived, and obtain articles electronically through the electronic ILL management system, ILLiad. The Library also participates in a nationwide program, RapidILL that expedites article 2 delivery to the patron. In 2018-2019, 4,371 ILL borrowing and document delivery requests were filled for the UTC community.

Circulation of Physical Materials

The Library has generous circulation policies and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In 2018-2019, monographs and audio-visual materials circulated 18,816 times. In addition, the Library circulates laptop computers, other tech equipment (cameras, calculators, digital recorders, external hard drives, and more), and group study rooms to patrons. Last year, these items circulated 68,725 times.

Research and Instructional Services

The Library boasts a busy, well-respected, and growing instruction program that combines traditional information literacy and research skills instructional sessions with skills-based workshops on topics ranging from preparing powerful presentations to improving skills with Microsoft Office, Adobe, and statistical software. Course-specific instruction sessions are tailored specifically to the curriculum and include information literacy and research skills tied to assignment objectives. Workshops are open to any UTC student, faculty, or staff member and are developed and taught by skilled librarians and technology trainers.

Instruction

The Library Research & Instruction Team 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 information seeking and evaluation skills necessary to be effective 21st Century researchers. In 2018-2019, Instruction Librarians taught 411 instruction sessions and workshops that reached 7,065 participants across all academic disciplines. Of those 411 instruction sessions and workshops, 1 session was provided to students in Learning and Leadership (19 participants). Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a particular area. Over the past year, Instruction Librarians held 315 individual research consultations, with at least four for Learning and Leadership students.

Studio

The UTC Library Studio provides a creative space for the campus community to learn innovative technology and media creation. Located on the 3rd floor, the space provides access to 24 work stations with specialized software including the Adobe Creative Suite, the AutoDesk Suite, Camtasia, and other digital design programs. In addition, the space circulates cameras and other 3 production equipment for students to use as they put their projects together. Last year, these items circulated 9,872 times.

The Studio is staffed by expert Librarians and Staff who provide one-on-one consultations, small group and course-specific instruction, curriculum development, as well as a fully-staffed service point to answer point-of-need questions. In 2018-2019, the Studio taught 205 classes across campus that reached 3,475 students.

Writing and Communication Center

The Writing & Communication Center (WCC) is a free service that supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. The WCC's goals are for writers to leave with improved confidence and a plan for revising their work. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. In addition to in-person and online consultations, they also offer workshops, a library of writers' resources, and a supportive environment for working independently. During the 2018-2019 academic year, the WCC conducted a total of 2,827 individual consultations and 84 workshops and presentations. We conducted 4 consultations for LEAD courses.

Information Commons

The Information Commons provides students, faculty, staff, and community users with the tools and services needed to complete assignments and research. The Information Commons is open 92 hours per week and fields over 12,000 research questions by phone, chat, e-mail, and in-person each year. Within the Information Commons patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of 142 Windows and 36 Macintosh computers loaded with tons of software, scan important documents, or simply print out an assignment. Comfortable open seating at tables and loungers also makes the Information Commons a popular spot to complete work within the Library.

Special Collections

The Special Collections unit of the Library at the University of Tennessee at Chattanooga is the repository for the university's collections of manuscripts, university records and publications, rare books and maps, theses and dissertations, and other archival material. The repository supports a wide range of researchers including undergraduate and graduate students, faculty, members of the community, and other scholars whose work relies on primary source materials.

Although no specific instructional sessions were requested by students or faculty from the Learning and Leadership program in 2018-2019, Special Collections' staff conducted 16 instruction sessions that reached 247 students across many departments. Most of these sessions focus on the use of specific collections or primary-source materials available in Special Collections. Further, Special Collections offered 60 individual research consultations.

Departmental Liaisons

A Library Liaison program is in place where a librarian is assigned to each academic department to enhance communication, collection development, and general support. Librarians are matched with departments based on educational background, work experience, and subject expertise. Typical library liaison activities involve attending departmental meetings, distributing information about new services or resources, organizing one-time purchase requests, teaching classes, maintaining the Learning and Leadership Subject Guide, creating course guides, meeting with students and faculty, and more. The current Library liaison for the Learning and Leadership program is Virginia Cairns.

Library Technology and Spaces

Classrooms, Meeting Spaces, and Instructional/Learning Technologies

As previously mentioned, the UTC Library maintains a state of the art facility that provides students, faculty, and staff with access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Each room is equipped slightly differently, but all have access to overhead projection, podiums with Windows computers and HDMI cables for use with laptops, and white boards. All study rooms contain LCD monitors (HDMI and other cables are available for check out) and whiteboards to aid in group assignments and quiet study. Classrooms contain desktop or laptop computers, presentation podiums, and built in speakers. Conference rooms are set up for hosting and attending online events. Outside of these reservable spaces, students, faculty, and staff have access to a computer lounge with 142 Windows and 36 Macintosh computers and the Studio where high-spec PC's and Macs are available. Printers, b&w and color, as well as scanners and micro format readers are available at various points throughout the Library. Additionally, students, faculty, and staff can check out Windows laptops, Chromebooks, high-end A/V equipment, scientific calculators, and an assortment of cables, chargers, and computer accessories at either the main check-out desk or the Studio.

All computers in the Library (including circulating laptops) are loaded with a variety of programs needed by students across the University. A current list of software loaded on Library computers can be found here: https://www.utc.edu/library/services/technology/computers-software.php

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, which is published as a result of successful completion to the UTC Scholar database (indexed on WorldCat). These dissertations 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

6.1 Program Operating Budget

A budget summary for the Learning and Leadership programs for the past 4 years is located in Table 9. The operating budget adequately supports travel (including professional development), office supplies, equipment, and software, printing, and promotional materials. The allocated budget is sufficient for our current needs.

Table 9 Budget Overview

Learning and Leadership Budget	**2015-16[1]**	**2016-17[1]**	**2017-18[1]**	**2018-19[1]**
Actual Expenditures[2]	$339,256	$381,385	$421,794	$519,308
Fall Adjunct Salaries[2]	$0	$0	$0	$0
Spring Adjunct Salaries[2]	$0	$0	$0	$0
FT Faculty FTE[2]	2.0	4.3	4.0	6.3
Total Major Enrollment	87	88	72	88
Fall SCH	299	360	319	351
Spring SCH	272	296	296	329
Expenditures per FT Faculty FTE	$169,628	$89,738	$105,449	$83,089
Expenditures per Student Major	$3,899	$4,334	$5,858	$5,901
Expenditures per SCH	$594	$581	$686	$764

[1]FY data are July 1 - June 30

[2]data contains total department (graduate and undergraduate) results

6.2 Enrollment/Graduation Rates

The program admits a new cohort of participants each year with approximately 14-20 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 course hours until graduation.

Over the review period, fall semester enrollment has held steady or shown a small increase with an average of 89.5 participants per semester (See Figure 1 below).

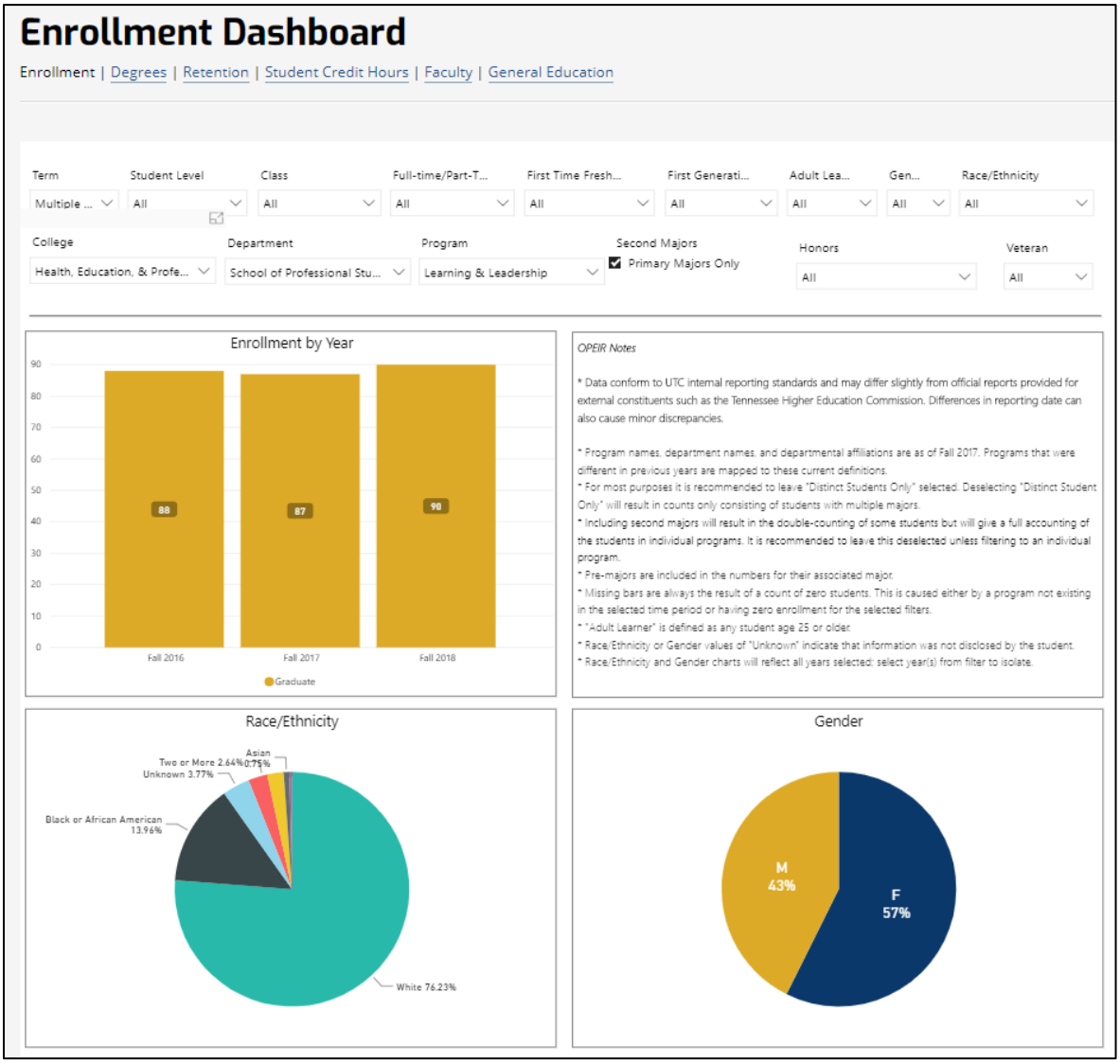

Figure 1 - Enrollment Dashboard

The graduation rates for the program are solid and largely consistent. See Figure 2 for degrees awarded data.

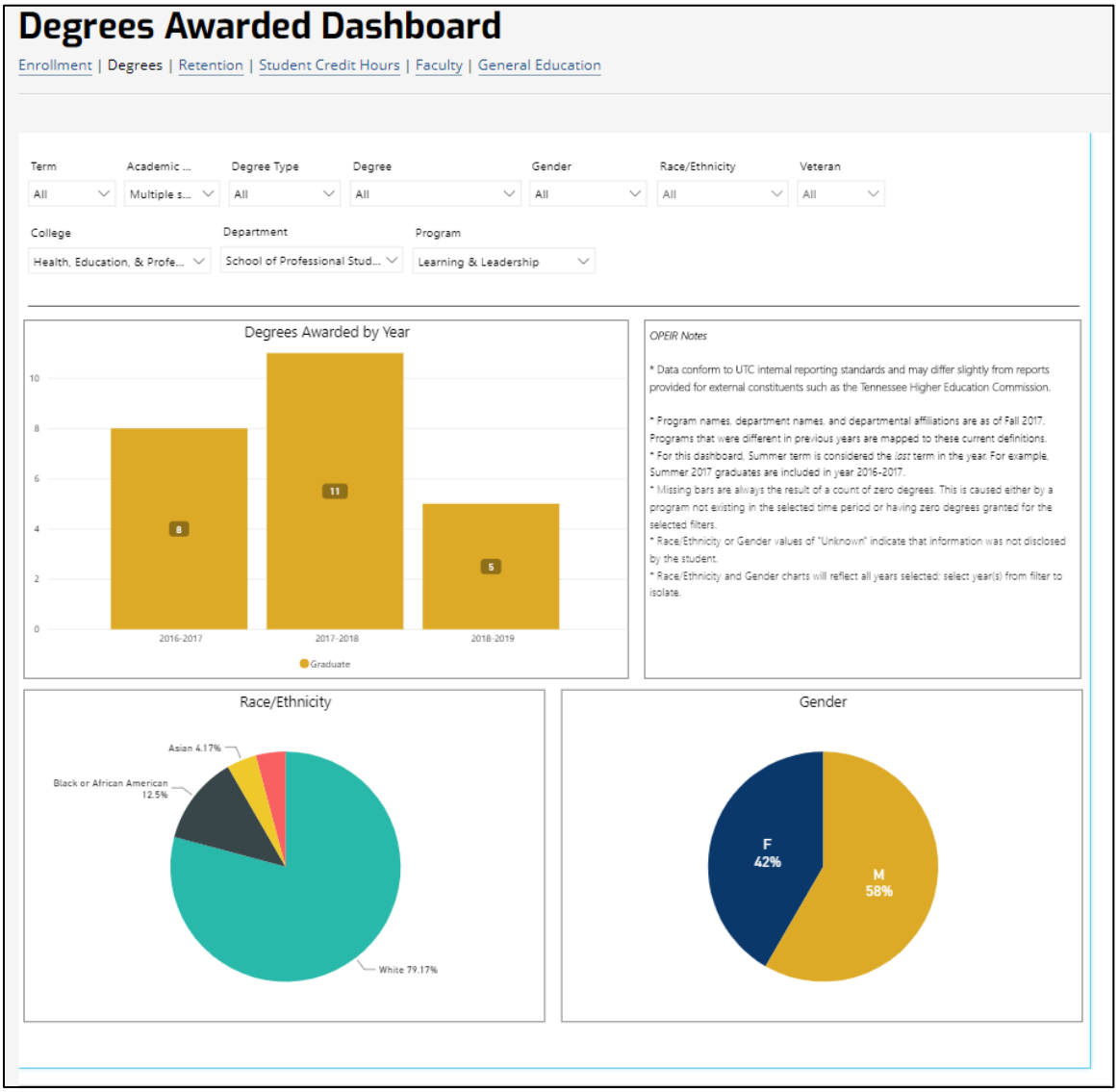

Figure 2 - Graduation Dashboard

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 graduating 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, we have added questions related to the degree and its contribution to their professional/personal pursuits and any alumni needs from the program faculty and staff (See Appendix F 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 we 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.

APPENDIX A Campus Labs Outcomes Report

FY 2016-17 / ASSESSMENT PLAN

Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/25/18, 1:37 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

EdD Learning and Leadership

Student Learning Outcome Title:

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 50% 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.

Means of Assessment:

Other

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Program retention data

Course(s) associated with SLO:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Criteria for Success:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort / Year Admitted	Retention Rate*
(Cohort 1) 2005	55%
(Cohort 2) 2006	90%
(Cohort 3) 2007	71%
(Cohort 4) 2008	87%
(Cohort 5) 2009	79%
(Cohort 6) 2010	65%
(Cohort 7) 2011	79%
(Cohort 8) 2012	83%
(Cohort 9) 2013	83%
(Cohort 10) 2014	88%
(Cohort 11) 2015	91%
(Cohort 12) 2016	94%

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

Will continue to assess reasons for non-retention to be addressed.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2016

End (DO NOT CHANGE):

6/30/2017

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2016-17 / ASSESSMENT PLAN

Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/25/18, 1:35 PM
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Template:

Student Learning Outcome

Department/Degree Major:

EdD Learning and Leadership

Student Learning Outcome Title:

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 50% mark for doctoral program retention and advancement to candidacy status. This measurement will be ongoing and will be recorded annually.

Means of Assessment:

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

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 (24 credit hours)
Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Criteria for Success:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort / Year Admitted	% Advanced to Candidacy*
(Cohort 1) 2005	100%
(Cohort 2) 2006	100%
(Cohort 3) 2007	100%
(Cohort 4) 2008	100%
(Cohort 5) 2009	93%
(Cohort 6) 2010	100%
(Cohort 7) 2011	95%
(Cohort 8) 2012	80%
(Cohort 9) 2013	30%**
(Cohort 10) 2014	0%***
(Cohort 11) 2015	0%***
(Cohort 12) 2016	0%***

*As of Summer 2017, 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 Cohort 9 have completed required coursework and therefore are not yet eligible for advancement to candidacy.

***The majority of participants in Cohorts 10, 11, & 12 are currently enrolled in required coursework and therefore are not yet eligible for advancement to candidacy.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2016

End (DO NOT CHANGE):

6/30/2017

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2016-17 / ASSESSMENT PLAN

Doctoral Program Completion

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/25/18, 1:36 PM
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Template:

Student Learning Outcome

Department/Degree Major:

EdD Learning and Leadership

Student Learning Outcome Title:

Doctoral Program Completion

Student Learning Outcome Description:

The number / percentage of program participants who successfully defend their dissertation and complete the program. This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window. Current national data suggests that the average time to doctoral degree completion for the “Humanities and arts” field of study is 6.9 years. The national average time to doctoral completion across all academic fields is 5.7 years (ranging from 5.2 to 6.9 years according to the field of study) (National Science Foundation, 2016).

Reference

National Science Foundation, National Center for Science and Engineering Statistics. (2016). *Doctorate recipients from U.S. Universities: 2015*. Arlington, VA. Special Report NSF 17-306. Retrieved from https://www.nsf.gov/statistics/2017/nsf17306/

Means of Assessment:

Survey, Thesis/Dissertation,

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

Linked Documents
There are no attachments.

Attached Files

Learning and Leadership Doctoral Exit Survey Report

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

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 (24 credit hours)
LEAD 7999
Linked Documents
There are no attachments.

Attached Files

There are no attachments.

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 (24 credit hours)
LEAD 7999

Criteria for Success:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

- As of Summer 2017, 77* Ed.D./Ph.D. candidates have completed the program and graduated with the doctoral degree.
- For the Fall 2016 through Summer 2017 time period, 8 Ed.D./Ph.D. candidates completed the program and graduated with the doctoral degree.
- As of Summer 2017, the average time to doctoral degree completion in the Learning and Leadership Doctoral Program is 6.4 years, which is below the national average of 6.9 years for the "Humanities and arts" field of study (National Science Foundation, 2016). The national average time to doctoral degree completion across all academic fields is 5.7 years* (ranging from 5.2 to 6.9 years according to the field of study). This measurement is ongoing and will be recorded annually.

*The Learning and Leadership Doctoral Program began in Summer 2005 and just reached the 12 year mark. Doctoral candidates may take up to 10 years to complete all degree requirements. A total of 77 graduates at this stage (12 year mark) exceeds expectations.

**The national average 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 6 graduate credit hours per semester without prior approval, thus extending the time for degree completion.

Reference

National Science Foundation, National Center for Science and Engineering Statistics. (2016). *Doctorate recipients from U.S. Universities: 2015*. Arlington, VA. Special Report NSF 17-306. Retrieved from https://www.nsf.gov/statistics/2017/nsf17306/

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents

There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2016

End (DO NOT CHANGE):

6/30/2017

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2017-18 / ASSESSMENT PLAN

Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/31/19, 3:53 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:

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.

Means of Assessment:

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Program retention data

Course(s) associated with SLO:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

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.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort / Year Admitted	Retention Rate*
(Cohort 1) 2005	55%
(Cohort 2) 2006	85%

(Cohort 3) 2007	76%
(Cohort 4) 2008	87%
(Cohort 5) 2009	79%
(Cohort 6) 2010	70%
(Cohort 7) 2011	75%
(Cohort 8) 2012	75%
(Cohort 9) 2013	83%
(Cohort 10) 2014	88%
(Cohort 11) 2015	82%
(Cohort 12) 2016	88%
(Cohort 13) 2017	93%

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

Will continue to assess reasons for non-retention to be addressed.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2017

End (DO NOT CHANGE):

6/30/2018

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2017-18 / ASSESSMENT PLAN

Doctoral Program Advancement to Candidacy Status

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/28/18, 4:03 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:

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.

Means of Assessment:

Comprehensive Exam,

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Criteria for Success:

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort / Year Admitted	% Advanced to Candidacy*
(Cohort 1) 2005	100%
(Cohort 2) 2006	100%
(Cohort 3) 2007	100%
(Cohort 4) 2008	100%
(Cohort 5) 2009	93%
(Cohort 6) 2010	94%
(Cohort 7) 2011	100%
(Cohort 8) 2012	89%
(Cohort 9) 2013	**
(Cohort 10) 2014	**
(Cohort 11) 2015	**
(Cohort 12) 2016	**
(Cohort 13) 2017	**

*As of Summer 2018, 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 therefore are not yet eligible for advancement to candidacy.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2017

End (DO NOT CHANGE):

6/30/2018

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2017-18 / ASSESSMENT PLAN

Doctoral Program Completion

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/26/19, 2:32 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:

Doctoral Program Completion

Student Learning Outcome Description:

The number / percentage of program participants who successfully defend their dissertation and complete the program. This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window. Current national data suggests that the median time to doctoral degree completion for the “Humanities and Arts” field of study is 7.0 years, for the "Psychology and Social Sciences" field of study is 6.0 years, and for the "Other" field of study (Business management and administration, Communication, etc.) is 5.3 years. The national median time to doctoral completion across all academic fields is 5.7 years (ranging from 5.3 to 7.0 years according to the field of study). The national average data includes full-time graduate programs in which students may be enrolled full-time, year-round. 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.

Reference

National Science Foundation, National Center for Science and Engineering Statistics. (2017). Doctorate recipients from U.S. Universities: 2016. Arlington, VA. Special Report NSF 18-304. Retrieved from https://www.nsf.gov/statistics/2018/nsf18304/data.cfm

Means of Assessment:

Survey, Thesis/Dissertation,

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Criteria for Success:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

- Since the inception of the program, **88*** candidates have completed the degree program and graduated.
- For the Fall 2017 – Summer 2018 time period, **11** candidates completed the degree program.
- As of Summer 2018, the median time to doctoral degree completion in the Learning and Leadership Doctoral Program is **6.0 years**, which is below the national median of 7.0 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 5.3 to 7.0 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.

Reference

National Science Foundation, National Center for Science and Engineering Statistics. (2017). Doctorate recipients from U.S. Universities: 2016. Arlington, VA. Special Report NSF 18-304. Retrieved from https://www.nsf.gov/statistics/2018/nsf18304/data.cfm

*The Learning and Leadership Doctoral Program began in Summer 2005 and just reached the 13 year mark. Doctoral candidates may take up to 10 years to complete all degree requirements. A total of 88 graduates at this stage (13 year mark) exceeds expectations.

Linked Documents
There are no attachments.

Attached Files

Learning_and_Leadership_Doctorate_Exit Survey_Results.pdf

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

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 / Blackboard) on Dissertation progression

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2017

End (DO NOT CHANGE):

6/30/2018

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2018-19 / ASSESSMENT PLAN

SLO1 - Doctoral Program Retention

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/30/19, 2:58 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.

Means of Assessment:

Other

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Program retention data

Course(s) associated with SLO:

N/A

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

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.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / Retention Rate*
(Cohort 1) 2005 = 50%
(Cohort 2) 2006 = 85%
(Cohort 3) 2007 = 76%
(Cohort 4) 2008 = 80%
(Cohort 5) 2009 = 79%
(Cohort 6) 2010 = 65%
(Cohort 7) 2011 = 79%
(Cohort 8) 2012 = 75%
(Cohort 9) 2013 = 83%
(Cohort 10) 2014 = 88%
(Cohort 11) 2015 = 82%
(Cohort 12) 2016 = 86%
(Cohort 13) 2017 = 86%
(Cohort 14) 2018 = 100%

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

Will continue to assess reasons for non-retention to be addressed.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2018

End (DO NOT CHANGE):

6/30/2019

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2018-19 / ASSESSMENT PLAN

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 9/30/19, 3:22 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:

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.

Means of Assessment:

Comprehensive Exam,

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

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

Linked Documents
There are no attachments.

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

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

Criteria for Success:

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

Cohort/Year Admitted / % Advanced to Candidacy*
(Cohort 1) 2005 = 100%
(Cohort 2) 2006 = 100%
(Cohort 3) 2007 = 100%
(Cohort 4) 2008 = 100%
(Cohort 5) 2009 = 93%
(Cohort 6) 2010 = 100%
(Cohort 7) 2011 = 95%
(Cohort 8) 2012 = 89%
(Cohort 9) 2013 = 70%
(Cohort 10) 2014 = **
(Cohort 11) 2015 = **
(Cohort 12) 2016 = **
(Cohort 13) 2017 = **
(Cohort 14) 2018 = **

*As of June 30, 2019, 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.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

We make ongoing revisions to the LEAD curriculum in order to improve success and progression. For example, we have change the sequence of the transition from coursework to Dissertation. Previously, participants were required to complete all core/elective coursework (including LEAD 7700 Pre-Dissertation Seminar) prior to defending the Comprehensive Assessment. We identified a number of students who were not advancing to candidacy because they were spending multiple semesters in LEAD 7995 Continuance after completing LEAD 7700. Then, upon successful Comprehensive Assessment, they needed to re-take LEAD 7700 in order to review and rewrite their prospectus manuscript. We have changed the order of coursework and milestones; participants will now take LEAD 7700 only after they have successfully completed the Comprehensive Assessment, thus advancing to Candidacy. Starting in 2019, participants defend the Comprehensive Assessment prior to enrolling in LEAD 7700 Pre-Dissertation Seminar. This sequencing change allows participants to focus their efforts on the Digital Portfolio/Comprehensive Assessment prior to focusing their efforts on the Dissertation Prospectus (Pre-Dissertation Seminar and Dissertation).

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2018

End (DO NOT CHANGE):

6/30/2019

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2018-19 / ASSESSMENT PLAN

SLO3 - Doctoral Program Completion (in years)

This view always presents the most current state of the plan item.
Plan Item was last modified on 10/1/19, 9:16 AM
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. This is a rolling target as completion of the doctoral program is based on a 10 year candidacy window. Current national data suggests that the median time to doctoral degree completion for the “Humanities and Arts” field of study is 7.1 years, for the "Psychology and Social Sciences" field of study is 6.0 years, and for the "Other" field of study (Business management and administration, Communication, etc.) is 5.8 years. The national median time to doctoral completion across all academic fields is 5.8 years (ranging from 5.3 to 7.1 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 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.

Reference

National Science Foundation, National Center for Science and Engineering Statistics. (2018). Doctorate recipients from U.S. Universities: 2017. Arlington, VA. Special Report NSF 19-301. December 04, 2018. Retrieved from https://ncses.nsf.gov/pubs/nsf19301/data

Means of Assessment:

Survey, Thesis/Dissertation,

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

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

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

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

Criteria for Success:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

Since the inception of the program, 91* candidates have completed the degree program and graduated.
For the July 1, 2018, through June 30, 2019 time period, 5 candidates completed the degree program.

As of June 30, 2019, the median time to doctoral degree completion in the Learning and Leadership Doctoral Program is 6.0 years, which is below the national median of 7.1 years for the “Humanities and arts” field of study. The national median time to doctoral degree completion across all academic fields is 5.8 years (ranging from 5.3 to 7.1 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 14 year mark. Doctoral candidates may take up to 10 years to complete all degree requirements. A total of 91 graduates at this stage (14 year mark) meets expectations.

Reference

National Science Foundation, National Center for Science and Engineering Statistics. (2018). Doctorate recipients from U.S. Universities: 2017. Arlington, VA. Special Report NSF 19-301. December 04, 2018. Retrieved from https://ncses.nsf.gov/pubs/nsf19301/data

Linked Documents
There are no attachments.

Attached Files

Learning_and_Leadership_Doctoral_Exit_Survey_Report 09-25-19.pdf

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

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.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2018

End (DO NOT CHANGE):

6/30/2019

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

APPENDIX B Course Syllabi

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Spring 2019
Course Title:	LEAD 7100 Leadership Theory & Transformation (Hybrid) – C14
CRN:	30118
Credits:	3 graduate credits
Location:	Hunter 208 & Virtual Classroom
Dates/Time:	Saturdays: January 26, February 23, March 23, April 13 8:00 am – 12:00 pm ET
Faculty:	Dr. David Rausch, (David-Rausch@utc.edu), Hunter 204 – 423-425-5270 – Office Hours by Appt. Dr. John Harbison, (John-Harbison@utc.edu) Hunter 201B– 423-425-5443 - Office Hours by Appt.

Course Catalog Description:

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

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

Course Learning Outcomes:

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 concepts of ethical leadership and power, authority and influence
3. Apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories used in the leadership process when analyzing complex factual situations involving problems
4. Synthesize the results of multiple assessments and the study of multiple theories in order to articulate leadership skills, tendencies and competencies

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Leadership***. 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

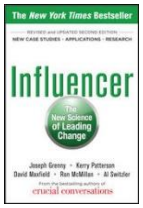
command of scholarly communication practices and conventions. The Critical Reflections, along with the associated artifacts in the Digital Portfolio and the final Critical Synthesis Paper, will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive evaluation process.

The specific competency area addressed in this course is the ***Leadership*** competency which states:

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

- Discriminate, evaluate, and synthesize how various disciplines contribute to the process of leadership and transformation
- Describe and articulate one's own leadership style and intercultural development level and be able to demonstrate how it fits into the leadership process as it relates to the cultural and organizational environment

Required Readings *

Reading Image	Reading Details
	Northouse, P.G. (2015). *Leadership: Theory and practice* (8th ed). Thousand Oaks, CA: Sage Publications. ISBN: 9781506362311
	Grenny, J. et. al. (2013). Influencer: The new science of leading change (2nd ed.). McGraw-Hill. ISBN: 9780071808866

*** 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	Percent Total of Grade
Conceptual Application Analyses	Written Papers Initial Submission (1000 words minimum) Final Submission (1500 words minimum)	(50 Points each x 2) 100 Points Total	20%
4 Face-to-Face Contributions	Meaningful Contributions in Class	(25 Points each x 4) 100 Points Total	20%
3 Discussion Issues	Meaningful Contributions to the Discussion Issues	(25 Points each x 3) 75 Points Total	15%
Peer Review	Discussion and Paper Review	25 Points	5%
Critical Reflection	Written Papers Initial Submission (1500 words minimum) Final Submission (1500 words minimum)	(50 Points each x 2) 100 Points Total	20%
Presentation of Critical Reflection	PowerPoint Presentation (10 minutes maximum)	100 Points	20%
	TOTALS	**500 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	74% and lower	**F** represents **unsatisfactory** work.

***Conceptual Application Analyses*:** 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 assignment 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 will consist of a draft based on your professional practice as well as your readings in the course. The final revision for this deliverable will be a refinement and extension that will include any additional learning and information discovered as a result of your discussion forums and readings, along with incorporation of feedback from the faculty.

Your assessment on the Conceptual Application Analyses will reflect the following scale:

- 92-100% is earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important concepts in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the case; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% is earned for a good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83% is earned for an average analysis that identifies the most aspects of the concept(s); missing some aspects and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent is earned for a merely adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

Discussion Issues: After reading the instructor's post/issue/questions in the discussion forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the forum is open (not including your initial response to the instructor question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

Critical Reflection: 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 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. Let's examine the elements more closely.

A description of the experience and of the learning. This might include what you have done related to the competency area and what the measurable outcomes were. It might also include a summary of your strategy going into the experience, your perceptions as the experience unfolded, what behaviors you engaged in during the experience, and how the experience influenced you and others. It is important to cover not only the facts of what happened, but also the perceptions and impressions of those facts as they transpired. It might also be relevant to compare what happened in the experience to what happened in other experiences similar to this or other experiences in which you have participated. Remember that the purpose is to demonstrate learning (i.e. what has been learned).

Identify, relate and analyze relevant conceptual and seminal material (theories) related to the competency area. The point is to demonstrate "ownership/understanding" of the theoretical constructs that are identified. Ownership involves being able to describe and communicate the concepts and theories and how they relate to the specific environment and the learning. In the best critical reflection papers, the paper demonstrates competence in relation to the related concepts and theories. The identification of this relevant conceptual material should be woven into the situation as it is being analyzed. Don't assume that that the reader knows this information. The point is not whether the reader knows the information – the point is whether the writer knows it. Also, there is a tendency in a Critical Reflection paper to try to explain as many concepts or ideas as possible. Don't fall into this trap! Explaining too many ideas could inhibit providing enough depth to really demonstrate your ownership/competency. Stick with core concepts that can be identified as central to the focus.

Use the concepts and theories to analyze what happened in the experience. Another aspect of demonstrating ownership/competency with the central concepts and theories is the ability to apply them successfully and insightfully. That application may include using them to explain why what happened in the experience happened. It might include using the concepts and theories to explain how or why you (or others) might have behaved differently and what might have happened if you had. It might include using the concepts and theories to suggest what you should do the next time you find yourself in a similar situation. These elements of the Critical Reflection paper are fundamental to illustrating that you USE the concepts and theories to drive your analysis of this experience. Thus, it is not sufficient in the analysis to know what to do; you must also correctly explain why to do it. Using concepts and theories to explain "why or why not" is what applying theory is all about. The assessment of the Critical Reflection paper will reflect the scale that is accessible in the Doctoral Program Guide (link: Critical Reflection Rubric - scroll to page 2).

This Critical Reflection will be accomplished in two parts during this course. The initial submission will be a draft of your learning competency critical reflection, highlighting 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 submission 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.

Critical Reflection Presentation: 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 in dissertation defense.

Please review the rubrics for each deliverable for clarity on the requirements for each deliverable.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, Induction and course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

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Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student (participant) services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. 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. Instructors will respond to posts in the Ask the Instructor forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week/Dates	**Readings/Resources**	**LO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**LO Demonstrated**
1 – 1/07-1/13	Readings: • Northouse – Ch 1, Grenny – Ch 1 • Michaelides & Kardisi - *Schumpeter's theory of leadership* • Darling & Nurmi - *Key contemporary paradigms of management and leadership* • Nienaber - *Conceptualisation of management and leadership*	2	***Discussion Issue 1 begins 01/09/19***	1,3,4
2 – 1/14-1/20	Readings: • Northouse – Ch 2, Grenny – Ch 2 • Olivares - *The formative capacity of momentous events and leadership development;* Bennis - *Leadership theory and administrative behavior: the problem of authority*	2	***Discussion Issue 1 continues***	1,3,4
3 – 1/21-1/27	Readings: • Northouse – Ch 3, Grenny – Ch 3 • Riggio & Reichard - *The emotional and social intelligences of effective leadership;* • McCallum & O'Connell - *Social capital and leadership development*	2	***Discussion Issue 1 Closes 01/22/19***	1,3,4
Class Meeting 01/26 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208				
4 - 1/28-2/03	Readings: • Northouse – Ch 4-5, Grenny – Ch 4 • Price - *Kant's advice for leaders - "No, you aren't special*"	2	No deliverables due this week	
5 – 2/04-2/10	Readings: • Northouse – Ch 6, Grenny – Ch 5 • House - *A Path Goal Theory of Leader Effectiveness*	2	***Conceptual Application Analysis Draft due Wednesday, 02/06/19 (Submitted to course site)***	1,3,4

Week/Dates	**Readings/Resources**	**LO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**LO Demonstrated**
6 – 2/11-2/17	Readings: • Northouse – Ch 7, Grenny – Ch 6 • Graen & Uhl-Bien - *Relationship--based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years*	2	***Discussion Issue 2 Opens 02/13/19***	1,3,4
7 – 2/18-2/24	Readings: • Northouse – Ch 8, Grenny – Ch 7 • Abu-Tineh, et, al. - *Kouzes and Posner's transformational leadership model in practice;* Warrick - *The Urgent Need for Skilled Transformational Leaders - Integrating Transformational Leadership and Organization Development*	2	***Discussion Issue 2 continues***	1,3,4
Class Meeting 02/23 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208				
8 – 2/25-3/03	Readings: • Northouse – Ch 9, Grenny – Ch 8 • James MacGregor Burns – *SAGE* • Banks et al. - *A meta-analytic review of authentic and transformational leadership*	2	***Discussion Issue 2 Closes 02/26/19***	1,3,4
9 – 3/04-3/10	Readings: • Northouse – Ch 10 • Searle and Barbuto - *Servant Leadership, Hope, and Organizational Virtuousness* • Dierendonck - *Servant Leadership - A review and synthesis*	2	***Conceptual Application Analysis Final due Wednesday, 03/06/19 (Submitted to course site)***	1,3,4
3/11-3/17	Spring Break			

Week/Dates	**Readings/Resources**	**LO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**LO Demonstrated**
10 – 3/18-3/24	Readings: • Northouse – Ch 11, Grenny – Ch 9 • Waldman - *The Role of Individualism and the Five-Factor Model in the Prediction of Performance in a Leaderless Group Discussion*	2	***Critical Reflection draft submitted to Peer Review by Wednesday, 03/20/19***	1,3,4
Class Meeting 03/23 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208				
11 – 3/25-3/31	Readings: • Northouse – Ch 12, Grenny – Ch 10 • Nicolaides & McCallum - *Inquiry in Action for Leadership in Turbulent Time*s	2	No deliverables due this week	
12 – 4/1-4/7	Readings: Northouse – Ch 13 • Thoms - *Ethical Integrity in Leadership and Organizational Moral Culture*; • Mayer, et al - *Who Displays Ethical Leadership, and Why Does it Matter?*	2	***Critical Reflection feedback provided to Peer Review by Wednesday, 04/03/19***	1,3,4
13 – 4/8-4/14	Readings: • Northouse – Ch 14 • Hobson, et al - *A Behavioral Roles Approach to Assessing and Improving the Team Leadership Capabilities of Managers* • Raelin - *Does Action Learning Promote Collaborative Leadership* • Schyns - *Teaching Implicit Leadership Theories*	2	***Critical Reflection Initial Submission due 04/10/19 (Submitted to course site)*** ***Discussion Issue 3 Opens 04/10/19*** ***Critical Reflection Presentation during class***	1,3,4
Class Meeting 04/13 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208				

Week/Dates	**Readings/Resources**	**LO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**LO Demonstrated**
14 – 4/15-4/21	Readings: • Northouse – Ch 15	2	***Discussion Issue 3 continues***	1,3,4
15 – 4/22-4/30	Readings: • Northouse – Ch 16 • Densten & Gray - *Leadership development and reflection* • Bluedorn & Jaussi - *Leaders, followers, and time*	2	***Discussion Issue 3 Closes 04/23/19*** ***Critical Reflection Final Submission due 04/24/19***	1,3,4

Course Learning Outcomes:

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 concepts of ethical leadership and power, authority and influence
3. Apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories used in the leadership process when analyzing complex factual situations involving problems
4. Synthesize the results of multiple assessments and the study of multiple theories in order to articulate leadership skills, tendencies and competencies

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Summer 2019
Course Title:	LEAD 7150 Diffusion of Innovation and Technology (Hybrid) – C14
CRN:	80061
Credits:	3 graduate credit hours
Location/Dates/Times:	Hunter Hall 208 & Virtual Classroom Saturdays: May 18, June 8, June 29, July 20 (Refer to Syllabus Agenda)
Faculty:	Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – Office Hours by Appt. Dr. John Harbison, (John-Harbison@utc.edu) Hunter 201B – 423-425-5443 – 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):

All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Technology and Innovation***. 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

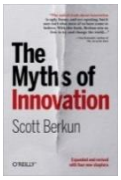
theoretical knowledge base and the seminal works associated with the competency area, and a demonstration of command of scholarly communication practices and conventions. The Critical Reflections, along with the associated artifacts in the Digital Portfolio and the final Critical Synthesis Paper will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive evaluation process.

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

As inquiring scholars of ***Technology and Innovation***, participants will:

- Evaluate and integrate the role of technology and innovation adoption in organizational settings
- Demonstrate technological proficiencies as applied to communication, data collection, data analysis, leadership process, and decision making

Required Readings *

Reading Image	Reading Details
	Rogers, E.M. (2003). *Diffusion of innovations* (5th ed.). Simon and Schuster. ISBN: 9780743222099
	Morris, L., & Esslinger, H. (2011). *Permanent innovation, Revised edition: Proven strategies and methods of successful innovators*. Innovation Academy. ISBN: 9780615522845
	Berkun, S. (2010). *The myths of innovation*. O'Reilly Media. ISBN: 9781449389628
	Miller, P., & Wedell-Wedellsborg, T. (2013). *Innovation as usual: How to help your people bring great ideas to life.* 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	Percent Total of Course Grade
3 Face-to-Face* Class Contributions	Meaningful Contributions in Class	(25 Points each x 3) 75 Points Total	15%
3 Discussion Issues	Meaningful Contributions to the Discussions	(25 Points each x 3) 75 Points Total	15%
Conceptual Application Analysis	Written Paper (1000 words minimum)	100 Points	20%
Critical Reflection (Technology and Innovation)	Written Paper (1500 words minimum)	100 Points	20%
Innovation Analysis	Written Paper (1250 words minimum)	100 Points	20%
Innovation Analysis Presentation (*4th F2F session)	Presentation of Innovation Adoption and Diffusion	(25 Contribution + 25 Presentation) 50 Points Total	10%
	TOTALS	**500 Points**	**100%**

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 thorough understanding of subject matter.
C	75% +	**"C"** represents an evaluation of work that is satisfactory relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents unsatisfactory work.

***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. One of

the face-to-face class sessions will be dedicated to the presentation of your Innovation Analysis.

Discussion Issues*:* After reading the instructor's post/issue/questions in the discussion forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. Your initial response should be 200 words (minimum). Responses will contain relevant citations, as applicable, related to course materials and other sources. Your responses should also include personal experience and informed opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the forum is open (not including your initial response to the instructor's question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

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Innovation Analysis: Assigned articles and directed readings will assist you in examining an 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. Presentation should be no more than 8 minutes long to be followed by a 3-5 minute question and answer session.

Critical Reflection (Technology and Innovation): 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. To examine the elements more closely, please see the following link: Critical Reflections.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

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Syllabus Agenda:

Week/Dates	**Readings/Resources ***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and ends @ 11:59 pm Eastern on day listed)	**CLO Demonstrated**
1 - 5/15 – 5/21	• Rogers – Ch. 1 • Morris – Preface, Introduction, and Ch. 1 • Berkun – Chs. 1-2	1, 3		1, 3
Class Meeting 5/18 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 2081				
2 – 5/22 – 5/28	• Rogers – Ch. 2 • Morris – Chs. 2-3 • Miller & Wedell-Wedellsborg – Ch. 1	1, 3	***Discussion Issue 1 opens May 22***	1,3
3 – 5/29 – 6/4	• Rogers – Ch. 4 • Morris – Ch. 4 • Berkun – Chs. 3-4 • Miller & Wedell-Wedellsborg – Ch. 2	1, 3	***Discussion Issue 1 closes June 4***	1,3
4 – 6/5 – 6/11	• Rogers – Ch. 5 • Morris – Ch. 5 • Berkun – Chs. 5-6	1, 3		
Class Meeting 6/8 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall 208				
5 – 6/12 – 6/18	• Rogers – Ch. 7 • Morris – Ch. 6 • Berkun – Chs. 7-8 • Miller & Wedell-Wedellsborg – Ch. 3	1, 3	***Conceptual Application Analysis due June 16 (Submitted to course site)***	1, 2, 3
6 – 6/19 – 6/25	• Rogers – Ch. 8 • Morris – Ch. 7 • Berkun – Ch. 9	1, 3	***Discussion Issue 2 opens June 19***	1,3

Week/Dates	**Readings/Resources ***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and ends @ 11:59 pm Eastern on day listed)	**CLO Demonstrated**
7 – 6/26 – 7/2	• Rogers – Ch. 9 • Morris – Ch. 8 • Berkun – Ch. 10 • Miller & Wedell-Wedellsborg – Ch. 4	1, 3	***Discussion Issue 2 closes July 2***	1, 3
Class Meeting 6/29 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208				
8 – 7/3 – 7/9	• Rogers – Ch. 10 • Morris – Ch. 9 • Berkun – Ch. 11 • Peres, et al. – *Innovation diffusion and new product growth models: A critical review and research directions*	1, 3		
9 – 7/10 – 7/16	• Rogers – Ch. 11 • Morris – Ch. 10 • Berkun – Ch. 12 • Miller & Wedell-Wedellsborg – Ch. 5	1, 2, 3	***Innovation Analysis paper due July 14 (Submitted to course site)***	2, 3
10 – 7/17 – 7/23	• Berkun – Ch. 13 • Miller & Wedell-Wedellsborg – Ch. 6 • Dobni – *The DNA of innovation*	1, 3	***Discussion Issue 3 opens July 17*** ***Innovation Analysis presentation during class (July 20)***	1, 3
Class Meeting 7/20 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208				
11 – 7/24 – 7/30	• Morris – Ch. 11 • Berkun – Ch. 14 - Appendix • Miller & Wedell-Wedellsborg – Ch. 7 • Sears – *Toward a multistage multilevel theory of innovation*	1, 3	***Discussion Issue 3 closes July 30***	1, 3

Week/Dates	**Readings/Resources ***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and ends @ 11:59 pm Eastern on day listed)	**CLO Demonstrated**
12+ - 7/31 – 8/6	• Bandura – *On integrating social cognitive and social diffusion theories*	1, 2, 3	***Critical Reflection (Technology and Innovation) due July 31 (Submitted to course site)***	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. 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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Fall 2019
Course Title:	LEAD 7250 Organizational Theory, Development, and Transformation (Hybrid) – C14
CRN:	43041
Credits:	3 graduate credit hours
Location:	Hunter Hall 208 & Virtual Classroom
Dates/Time:	Saturdays: August 24, September 21, October 19, November 23 8:00 am – 12:00 pm ET
Faculty:	Dr. David Rausch, (David-Rausch@utc.edu) Hunter Hall 204 – 423-425-5270 – Office Hours by Appt. Dr. John Harbison, (John-Harbison@utc.edu) Hunter Hall 201B – 423-425-5443 – 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 Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course.

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):

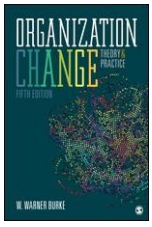
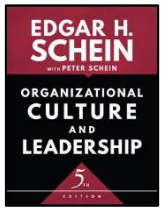
All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Organizational Effectiveness***. Critical Reflection papers produced for each program competency area 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 and the final Critical Synthesis Paper, will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive evaluation process.

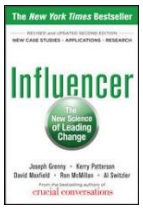
The specific competency area addressed in this course states:

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

- Analyze and evaluate the role of leadership in planning and guiding an organizational transformation process
- Diagnose and analyze organizational process, structure and human resource issues at the individual, small group, inter-group, and system level; resulting in recommendations for sustainable improvement

Required Readings*:

Reading Image	Reading Details
	Burke, W. W. (2017). *Organization Change: Theory and Practice* (5th ed.). Thousand Oaks, CA: Sage. ISBN: 9781506357997
	Schein, E. H. (2016). *Organizational Culture and Leadership* (5th ed.). USA: Wiley. ISBN: 9781119212041

Reading Image	Reading Details
	**Grenny, J. et. al. (2013). *Influencer: The new science of leading change* (2nd ed.). McGraw-Hill. ISBN: 9780071808866

* 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%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	18%
Conceptual Application Analysis (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	36%
Learning Design & Organizational Effectiveness Plan Presentation	PowerPoint Presentation (8-10 minutes)	100 Points Total	6%
Critical Reflection (*Organizational Effectiveness*) (2 submissions)	Written Paper Initial Submission – CR 1.0 (1500 words minimum) Revised Submission – CR 2.0 (1500 words minimum)	(100 Points each x 2) 200 Points	20%
	TOTALS	**1200 Points**	**100%**

****** Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents **unsatisfactory** work.

***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 forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the Issue is open (not including your initial response to the instructor question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Conceptual Application Analysis*:** 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 assignment 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 for this deliverable (2.0) 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.

Your assessment on the Conceptual Application Analysis will reflect the following scale:

- 92-100% is earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important concepts in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the case; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% is earned for a good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83% is earned for an average analysis that identifies the most aspects of the concept(s); missing some aspects and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent is earned for a merely adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

Learning Design & Organizational Effectiveness Plan Presentation: The intent of the presentation is for the participant 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.

Critical Reflection (Organizational Effectiveness): 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 submission (1.0) will be a draft highlighting 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 (2.0) 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. For additional information on Critical Reflections please see the Doctoral Program Guide (link: Critical Reflection Rubric - scroll to page 2). Additionally, you will upload your Critical Reflection 2.0 paper to the Digital Portfolio.

Please review the rubrics for each deliverable for clarity on the requirements for each deliverable

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Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face class sessions. Face-to-face course meetings and discussion forums 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 discussion forums. If a participant feels that s/he has an impossible conflict, s/he should consult

the instructor(s) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

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Syllabus Agenda:

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 12:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
1 - 8/19 - 8/25	• Burke – Chs. 1-3 • Schein – Chs. 1-2	No deliverables due this week	1, 2, 3
Class Meeting 08/24 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208			
2 - 8/26 - 9/01	• Burke – Chs. 4-5 • Schein – Chs. 3-5	No deliverables due this week	1, 2, 3
3 - 9/02 - 9/08	• Burke – Chs. 6-7 • Schein – Chs. 6-7	***Conceptual Application Analysis 1.0 due September 4 (Submitted to course site)*** ***Discussion Issue 1 opens September 4***	1, 2, 3
4 - 9/09 - 9/15	• Burke – Chs. 8-9 • Mathews - *Models of change management: A reanalysis* • Burke - *A perspective on the field of organization development and change: The Zeigarnik effect*	***Discussion Issue 1 continues***	1, 2, 3
5 - 9/16 - 9/22	• Burke – Ch. 10 • Schein – Chs. 8-9	***Discussion Issue 1 closes September 17***	1, 3
Class Meeting 09/21 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208			

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 12:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
6 - 9/23 - 9/29	• Burke – Ch. 11 • Schein – Chs. 10-11 • Caldwell - *Toward understanding relationships among organizational change*	***Conceptual Application Analysis 2.0 due September 25 (Submitted to course site)***	1, 2, 3
7 - 9/30 - 10/06	• Burke – Ch. 12 • Brooks - *Transformational learning theory and implications for human resource development* • Bisel & Barge - *Discursive positioning and planned change in organizations* • Daly & Walsh - *Drucker's theory of the business and organisations – challenging business assumptions*	***Discussion Issue 2 opens October 2***	1, 2, 3
8 - 10/07 - 10/13	• Schein – Chs. 12-13 • Hempel & Martinsons - *Developing international organizational change theory using cases from China*	***Discussion Issue 2 continues***	1, 2, 3
9 - 10/14 - 10/20	• Burke – Ch. 13 • Schein – Chs. 14-15	***Discussion Issue 2 closes October 15***	1, 2, 3
Class Meeting 10/19 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208			
10 - 10/21 - 10/27	• Burke – Ch. 14 • Schein – Chs. 16-17	***Critical Reflection 1.0 due October 23 (Submitted to course site)***	1, 2, 3

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 12:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
11 - 10/28 - 11/03	• Burke – Ch. 15 • Grenny – Chs. 4-5	***Discussion Issue 3 opens October 30***	1, 3
12 - 11/04 - 11/10	• Burke – Ch. 16 • Erkutlu - *The moderating role of organizational culture in the relationship between organizational justice and organizational citizenship behaviors* • Filstad - *Organizational commitment through organizational socialization tactics;* • Saame et. al. - *Organizational culture based on the example of an Estonian hospital*	***Discussion Issue 3 continues***	1, 3
13 - 11/11 - 11/17	• Grenny – Chs. 6-7	***Discussion Issue 3 closes November 12***	1, 2, 3
14 - 11/18 - 11/24	• Grenny – Chs. 8-9 • Meyer, et, al. - *Person-organization (culture) fit and employee commitment under conditions of organizational change*	***Learning Design & Organizational Effectiveness Plan Presentation due November 23 (during class)***	1, 2, 3
Class Meeting 11/23 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall Room 208			
15+ - 11/25 - 12/10	No specified readings	***Critical Reflection 2.0 due December 4 (Submitted to course site)***	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 2020
Course Title:	LEAD 7340 Statistics for Research Design & Analysis (Hybrid) – C15
CRN:	22879
Credits:	3 graduate credits
Location:	Hunter 208 & Virtual Classroom
Dates/Time:	Saturdays: January 11, February 8, March 7, April 18 1:00 pm – 5:00 pm ET
Faculty:	Dr. Christopher F. Silver, (Christopher-Silver@utc.edu) Hunter 213 – 423-425-2185 – 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 7991R Research and Inquiry.

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 analysis designed to answer research questions

Relationship to Program Competencies (Comprehensive Assessment):

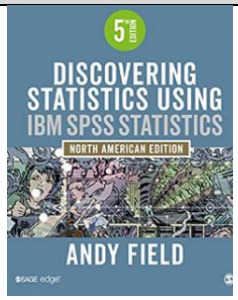
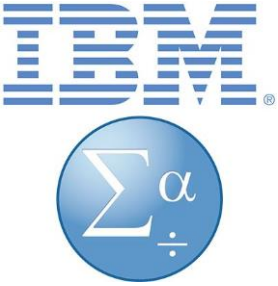
All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. The specific competency areas addressed in this course are the ***Research and Measurement*** competencies.

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 *

Reading Image	Reading Details
	Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). London, England: Sage Publications. ISBN: 9781526436566. Note: 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.
	**SPSS 26 for Windows or Macintosh** (Software should be downloaded onto your computer before our first class meeting. Make sure to bring your laptop with you!)
	Laerd Statistics Tutorial – *link to be provided during first two weeks of class*

* 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**
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	15%
Homework and Formative Assessments	Online Deliverables to assess skill competency	(100 Points each x 8) 800 Points Total	25%
Topic Competency Assessments	Online Exams	(100 Points each x 2) 200 Points Total	10%
Data Analysis	Written Papers Version 1.0 (2000 to 2500 words) & Version 2.0 (3000 to 3500 words) & Presentation	100 Points for Data Analysis 1.0 100 points for Data Analysis 2.0 100 Points for Presentation 300 Points Total	30%
TOTALS		**1900 Points**	**100%**

**Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and 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.

***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 within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the discussion is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Homework and Formative Assessments*:** Throughout the semester, you will complete a series of deliverables based on the Laerd Statistic tutorials, you will conduct analysis based on the instructions and 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 analysis and/or tables. Report only what is asked for as part of each deliverable, nothing more. The following analysis exercises will be assigned over the course of 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.

- Creating an SPSS Data File
- Descriptives and Visualization
- Normality Testing and Correlation
- T-tests and ANOVA
- Article Critique
- Repeated Measures ANOVA
- Simple and Multiple Regression
- Chi-Square TOI

Topic Competency Assessments (Online Exams): Two online exams (one at mid-term and one at the end of the semester) provide your demonstration of competence in the statistical methods learned through textbook readings, online tutorials, and SPSS exercises.

***Data Analysis Papers (1.0 & 2.0) & Presentation*:**

This deliverable consists of a scholarly paper and an in-class presentation. 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. Version 1.0 will range from 2000 to 2500 words and Version 2.0 will range from 3000 to 3500 words.

Data Analysis Papers (1.0 & 2.0)

Selecting a dataset. You may use any public dataset or any dataset that you have access (and permission) to use. It is recommended that you choose a dataset that includes variables that you are familiar with already or variables that are easy to understand. If you are concerned with dataset selection, please consult with your instructor(s).

Suggestions for places to find datasets: SPSS datasets pre-loaded on your computer, accessible online datasets (http://lib.stat.cmu.edu/datasets/), any Field datasets NOT used in class. Contact the instructor(s) if you need assistance locating a dataset. All datasets should be approved prior to beginning work on the 1.0 paper (see below for descriptions of 1.0 and 2.0).

Selecting question(s) of interest. Once you have a dataset, you need to explore the dataset and become familiar with the variables. Then decide on the research questions you are interested in answering through your statistical analyses. The questions you ask will determine the analyses you run as part of this deliverable.

Identifying independent & dependent variables. Once you determine your questions, you need to identify the independent and dependent variables of interest. Describe each of these variables which should include the appropriate descriptive/frequency analysis information.

Determining appropriate statistical analyses. The questions you ask will determine the appropriate statistical analyses. The analyses you use should be described and a rationale provided for why they were used.

Presentation

The presentation portion of the final deliverable should be an overview of the information included in the paper. You will present it to the class during the April class meeting. You should have 15-18 slides in your final presentation, and it should take no longer than 10-15 minutes per presentation.

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Standard Written Deliverables: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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/time.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face 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) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions. Participants should notify instructor(s) of late submissions as soon as possible.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006.

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.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the Bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Doctoral Program Guide for details.

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 Solutions Center 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.

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

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
1 – 1/6-1/12	**Introduction to Statistics** • Field – Chs. 1 & 2 • Statistics Overview Materials Unit 1, Module 1	***Submit Statistical Diagnostic for Assessment of Current Skills (requirement to proceed in the class) due 1/12***	1, 2
Class Meeting 1/11 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208			
2 – 1/13-1/19	**SPSS Navigation and Test Selector** • Field – Ch. 3 • Statistics Overview Materials • Laerd – o Opening a File in SPSS o Setting up Data in SPSS o Types of Variables o Statistical Test Selector	***Creating an SPSS Data File deliverable due 1/15***	1, 2
3 - 1/20-1/26	**Descriptive Statistics** • Field – Ch. 6 • Descriptive Statistics Overview • Inferential Statistics Overview	***Discussion Issue 1 opens 1/22***	1, 2
4 – 1/27-2/2	**Graphs, Visualization, and Data Representation** • Field – Ch. 5 • Using Correlations and Making Graphs Overview • Laerd – o Simple Bar Chart o Simple Line Graph o Simple Scatterplot o Simple Histogram	***Discussion Issue 1 continues*** ***Descriptives and Visualization deliverable due 1/29***	1, 2, 3

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
5 – 2/3-2/9	**<u>Testing for Normality</u>** • Field – The Central Limit Theorem (Video) • Statistical Models and Terminology Overview • Silver – Inferential Statistics and Normality (Video) • Laerd – Testing for Normality	***Discussion Issue 1 closes 2/4*** ***Data Analysis Paper 1.0 due 2/5***	1, 2, 3
Class Meeting 2/8 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208			
6 – 2/10-2/16	**<u>Correlation and Association</u>** • Field – Ch. 8 • Correlations Overview • Silver – Variable View and Correlation (Video) • Laerd – o Calculating a Z-Score o Pearson's Product-Moment Correlation	***Normality Testing and Correlational deliverable due 2/12***	2, 3, 4
7 – 2/17-2/23	**<u>Comparing Means T-tests</u>** • Field – Ch.10 • t Tests and One-Way Analysis of Variance Overview • Laerd – o Independent-Samples T-Tests o Paired Samples T-Tests	***Mid-Term Exam (online and timed) opens 2/17 and due 2/23***	2, 3
8 – 2/24-3/1	**<u>Comparing Means ANOVA and Post-Hocs</u>** • Field – Ch. 12 • Laerd – One-Way ANOVA (also known as GLM 1)	***T-tests and ANOVA deliverable due 2/26***	2, 3, 4
9 – 3/2-3/8	**<u>Using Statistical Measures in Research Application</u>** • Peterson et al. - *Childhood amnesia in children and adolescents*	***Article Critique deliverable due 3/4***	1, 2, 3, 4

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
Class Meeting 3/7 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208			
10 – 3/9-3/15	No new readings assigned or deliverables due this week - UTC Spring Break		
11 – 3/16-3/22	**Repeated Measures ANOVA** • Field – Ch. 5 • Laerd – One-Way Repeated Measures ANOVA • Multivariate Measures of Group Differences Overview	***Repeated Measures ANOVA deliverable due 3/18***	2, 3, 4
12 – 3/23-3/29	**Simple Regression** • Laerd – Simple Linear Regression • Silver – Conducting a Regression Analysis (Video) • Regression Analysis Overview		2, 3
13 – 3/30-4/5	**Multiple Regression** • Laerd – Multiple Regression	***Simple and Multiple Regression deliverable due 4/1*** ***Discussion Issue 2 opens 4/1***	2, 3 ,4
14 – 4/6-4/12	**Nonparametric Designs Part 1** • Field – Chs. 7 & 19 • Laerd – Chi-Square Test of Independence • Nonparametric Procedures Overview	***Discussion Issue 2 continues*** ***Chi-Square TOI deliverable due 4/8***	2, 3, 4

15 – 4/13-4/19	**Nonparametric Designs Part 2**
	• Laerd –
	  ○ Chi-Square Test of Homogeneity
	  ○ Mann-Whitney U Test
		Discussion Issue 2 closes 4/14
		
		Data Analysis 2.0 Paper due 4/15
		
		Presentation in class on 4/18
			2, 3 ,4

Class Meeting 4/18 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208			

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
16 – 4/20-4/28	**Introduction to Problemistic Analysis** • van de Schoot et al. – A Gentle Introduction to Bayesian Analysis • Hill – You know I'm all about that Bayes: Crash Course Statistics #24 (Video)	***Final Exam (online and timed) opens 4/20 and due 4/26***	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. 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 analysis designed to answer research questions

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

Term:	Fall 2018
Course Title:	LEAD 7350 Research Methodologies (Hybrid) – C14
CRN:	50467
Credits:	3 graduate credit hours
Location:	Hunter 208 & Virtual Classroom
Dates/Time:	Saturdays: September 8, October 13, November 3, December 1 1:00 pm – 5:00 pm ET
Faculty:	Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter 204 – 423-425-5286 – Office Hours by Appt. Dr. Chris Silver, (Christopher-Silver@utc.edu) Hunter 202 – 423-425-2185 - 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:

- Distinguish and apply literature from preliminary, primary, and secondary sources
- Describe and select from the diversity of research approaches in relation to a given topic
- Analyze and critique the purpose, literature review, design, and data collection methods in research articles/dissertations
- Compare and contrast research designs in relation to their philosophical & scientific underpinnings
- Identify and discriminate the practical implications of a particular research design

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Research***. 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

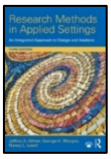
specific theoretical knowledge base and the seminal works associated with the competency area, and a demonstration of command of scholarly communication practices and conventions. The Critical Reflections, along with the associated artifacts in the Digital Portfolio and the final Critical Synthesis Paper will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive evaluation process.

The specific competency area addressed in this course states:

> As inquiring scholars of ***Research***, participants will:
>
> - Synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses, including justifying new research questions with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research
> - Demonstrate the ability to engage with peers and interact with faculty regarding research and the role of researcher within their respective professional practice

This course builds on the knowledge and experiences gained in a masters-level research course. It will utilize problem-based learning activities whereby most of the principles will be garnered through the critique exercises and writing a proposal that may or may not bear relevance to one's future dissertation. However, it will be advantageous to target an area that has dissertation potential. The journal and dissertation critiques will stimulate growth on many fronts for most learners. It is hoped that the statistics encountered in the studies reviewed will trigger a need for further understanding in relevant areas of statistics and will serve as a motivating factor for continuous growth in a challenging area of advanced research.

Required Readings *

Reading Image	Reading Details
	Gliner, J.A.; Morgan, G.A., & Leech, N.L. (2017). *Research methods in applied settings* (3rd ed.). New York, NY: Routledge: Taylor & Francis. ISBN: 9781138852976
	Patten, M.L., & Newhart, M. (2017). *Understanding research methods: An overview of the essentials (10th ed).* New York, NY Routledge Taylor & Francis. ISBN: 9780415790529
	Trochim, W.M. Research Methods Knowledge Base, 2nd Ed. Internet WWW page, at URL: http://www.socialresearchmethods.net/kb/

Reading Image	Reading Details
	Field, A. (2017). *Discovering statistics using IBM SPSS statistics (5th ed)*. USA: Sage. ISBN: 9781526436566

*** Additional articles and directed readings in the texts will be made available during the course on the UTC Learn course site.**

Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points
2 Critiques	2 Article/Dissertation Critiques (50 points each x 2)	(50 Points each x 2) 100 Points Total
3 Discussion Issues	Meaningful Contributions to the Discussions	(30 Points each x 3) 90 Points Total
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(25 Points each x 4) 100 Points Total
Research Overview	Research project overview including problem statement, literature review, methodology overview	100 Points
Presentation	Overview presentation of potential research project (as if to a funding committee)	10 Points
Critical Reflection	Written paper	100 Points
	TOTALS	**500 Points**

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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents **unsatisfactory** work.

Critiques: Use the appropriate evaluation criteria set forth in the course space deliverable description to evaluate 1 research article and 1 dissertation in your field of expertise or interest. The article/dissertation may be quantitative or qualitative; the best option is to find a mixed method study. Your critiques should be submitted in the Deliverable section of the course. Please also submit a PDF copy of the article/dissertation you critique.

Discussion Issues: After reading the instructor's post/issue/questions in the discussion forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the forum is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

Research Project Overview: 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 references. You should get your topic approved before making significant progress on the development of your paper.

Research Project Overview Presentation: Using the Research Proposal Overview, develop and present your problem/project to the class. Your presentation should be made is if your audience is a funding agency/approval board making the decision to allow you to go forward with your project. Your presentation should last approximately 15 minutes with time for questions allowed at the end.

Critical Reflection: 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. Let's examine the elements more closely.

A description of the experience and of the learning. This might include what you have done related to the competency area and what the measurable outcomes were. It might also include a summary of your strategy going into the experience, your perceptions as the experience unfolded, what behaviors you engaged in during the experience, and how the experience influenced you and others. It is important to cover not only the facts of what happened, but also the perceptions and impressions of those facts as they transpired. It might also be relevant to compare what happened in the experience to what happened in other experiences similar to this or other experiences in which you have participated. Remember that the purpose is to demonstrate learning (what has been learned).

Identify, relate and analyze relevant conceptual and seminal material (theories) related to the competency area. The point is to demonstrate "ownership/understanding" of the theoretical constructs that are identified. Ownership involves being able to describe and communicate the concepts and theories and how they relate to the specific environment and the learning. In the best critical reflection papers, the paper demonstrates competence in relation to the related concepts and theories. The identification of this relevant conceptual material should be woven into the situation as it is being analyzed. Don't assume that the reader knows this information. The point is not whether the reader knows the information – the point is whether the writer knows it. Also, there is a tendency in a Critical Reflection paper to try to explain as many concepts or ideas as possible. Don't fall into this trap! Explaining too many ideas could inhibit providing enough depth to really demonstrate your ownership/competency. Stick with core concepts that can be identified as central to the focus.

Use the concepts and theories to analyze what happened in the experience. Another aspect of demonstrating ownership/competency with the central concepts and theories is the ability to apply them successfully and insightfully. That application may include using them to explain why what happened in the experience happened. It might include using the concepts and theories to explain how or why you (or others) might have behaved differently, and what might have happened if you had. It might include using the concepts and theories to suggest what you should do the next time you find yourself in a similar situation. These elements of the Critical Reflection paper are fundamental to illustrating that you USE the concepts and theories to drive your analysis of this experience. Thus, it is not sufficient in the analysis to know what to do; you must also correctly explain why to do it. Using concepts and theories to explain "why or why not" is what applying /discounting theory is all about. The assessment of the Critical Reflection paper will reflect the scale that is accessible in the Doctoral Program Guide (link: Critical Reflection Rubric - scroll to page 2).

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, Induction and course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

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Late submission may also result in point deductions. 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 discussion issues.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student (participant) services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. 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. Instructors will respond to posts in the Ask the Instructor forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week	Dates	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)
1	8/20-8/26	Readings: Gliner, et.al – Ch. 1-2, Patten – Topics 1-5, 12-14,16-17 Trochim: *Home, Navigating, Foundations: Language of Research and Philosophy of Research*
2	8/27-9/02	Readings: Gliner, et. al – Ch. 3-4, Patten – Topics 7-8, 21- 24 Trochim – *Evaluation Research*
3	9/03-9/09	Readings: Gliner, et. al – Ch. 5, Patten – Topics 20, 52 - 57, Trochim – *Write-Up – Key Elements* ***Discussion Issue 1 opens September 5***
Class	**9/08**	**Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208**
4	9/10-9/16	Readings: Gliner, et. al – Ch. 6, Ellis & Levy – *Framework of problem-based research,* Trochim – *Conceptualizing Research,* ***Discussion Issue 1 continues; Journal Critique #1 due September 12 (Submitted to the course site)***
5	9/17-9/23	Readings: Gliner, et. al – Ch. 7, Patten – Topics 6 and refer back to 21 as needed, Purcell-Gates – *The role of qualitative and ethnographic research in educational policy*. ***Discussion Issue 1 closes September 18***
6	9/24-9/30	Readings: Gliner, et. al – Ch. 8, Patten – Topics 81-88, Trochim – *Design*
7	10/01-10/07	Readings: Gliner, et. al – Ch. 26, Patten – Topics 33, 45-51, ***Discussion Issue 2 opens October 3***
8	10/08-10/14	Readings: Gliner, et. al – Ch.9, Patten – Topics 25-27, 29-31 ***Discussion Issue 2 continues; Dissertation Critique #2 due October 10 (Submitted to the course site)***
Class	**10/13**	**Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208**
9	10/15-10/21	Readings: Gliner, et. al – Ch. 10, Patten – Topics 58-66 ***Discussion Issue 2 closes October 16; Statement of the Problem draft due October 21(Submitted to the course site)***
10	10/22-10/28	Readings: Gliner, et. al – Ch. 11-12, Patten – Topics 39-41, Trochim – *Sampling and Measurement,* Field – Ch. 2
11	10/29-11/04	Readings: Gliner, et. al – Ch. 13, Trochim – *Analysis,* Field – Ch. 1 ***Literature Review due November 1***
Class	**11/03**	**Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208**
12	11/05-11/11	Readings: Gliner, et. al – Ch. 14, Patten – Topics 3, 10-11, Trochim – *Ethics;* ***Discussion Issue 3 opens November 7***
13	11/12-11/18	Readings: Gliner, et. al – Ch. 15, Field – Ch. 3 ***Discussion Issue 3 continues; Critical Reflection due November 18***
14	11/19-11/25	Readings: Gliner, et, al – Ch. 23-24, Selected Articles ***Discussion Issue 3 closes November 20***
15+	11/26-12/11	Readings: Gliner, et, al – Ch. 25, Selected Articles ***Research Project Overview due November 28 (Submitted to the course site)***
Class	**12/01**	**Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208** ***Research Project Overview Presentation due Saturday, December 1***

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Summer 2019
Course Title:	LEAD 7360 Research Design and Analysis (Hybrid) – C13
CRN:	80693
Credits:	3 graduate credits
Location:	Hunter Hall & Virtual Classroom (refer to Syllabus Agenda)
Dates/Time:	May 18, June 15, July 6, July 27 8:00 am – 12:00 pm ET
Faculty:	Dr. Ted Miller, (Ted-Miller@utc.edu), Hunter 201C - 423-425-4540 – 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 7340 and LEAD 7350.

Course Learning Outcomes (CLOs):

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

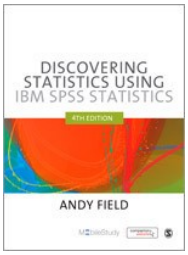
Relationship to Program Competencies (Comprehensive Assessment): All competencies are related to the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Research***. Critical Reflection papers produced 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 and the final Critical Synthesis Paper will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive assessment process.

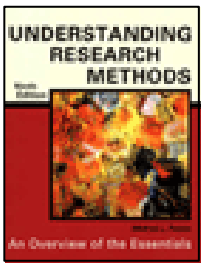
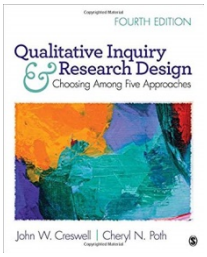
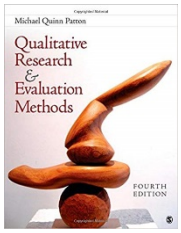
The specific competency area addressed in this course is the ***Research*** competency, which states:

> As inquiring scholars of ***Research***, participants will:
>
> - Synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses, including justifying new research questions with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research
> - Demonstrate the ability to engage with peers and interact with faculty regarding research and the role of researcher within their respective professional practice

The course content is intended to build on the knowledge and experiences gained in a master's-level research courses and, in particular, LEAD 7350 Research Methodologies and LEAD 7340 Statistics for Research Design and Analysis. 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 proposal 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/Recommended Readings*

Reading Image	Reading Details
	Required: Gliner, J.A.; Morgan, G.A., & Leech, N.L. (2017). *Research methods in applied settings* (3rd ed.). New York, NY: Routledge Publishing. ISBN: 9781138852976
	***Required:*** Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Los Angeles, CA: Sage. ISBN: 9781446249185

Reading Image	Reading Details
	***Required:*** Patten, M.L., & Newhart, M. (2014). *Understanding research methods: An overview of the essentials* (9th ed.). New York, NY: Routledge Taylor & Francis. ISBN: 9781936523177
	Required: Trochim, William M. (2006). The Research Methods Knowledge Base, 2nd Edition. Retrieved from: http://www.socialresearchmethods.net/kb/
	***Recommended:*** Creswell, J.W. (2017). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed). Los Angeles, CA: Sage. ISBN: 9781506330204
	***Recommended:*** Patton, M. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed). Sage. ISBN: 9781412972123

* 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	Percent Total of Course Grade
Research Procedure Critiques (RPC)	Two (2) written responses (2000 words minimum each) to instructor developed questions, one Research Procedure Critique each for specific sections of Gliner et al. (50 points each x 2)	100	30
Discussion Issues	Meaningful contributions to Discussions (30 points each x 3)	90	18
Face-to-Face Class Contributions	Meaningful contributions during face-to-face classes (25 points each x 4)	100	20
Research Overview	One (1) Research Overview (Written Paper – 3,000 – 5,000 words)	100	20
Research Overview Presentation	Presentation of your Research Overview (as if to a funding committee)	15	3
Updated Critical Reflection (Research)	Updated Critical Reflection (Written Paper – 1500 words minimum)	45	9
		Total: 450 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**F** represents **unsatisfactory** work.

Research Procedures Critiques (RPC): The instructor(s) will develop specific questions covering each of the remaining sections of Gliner et al. (2017). These questions will be detailed and require specific decision making and decision justification on the part of the author. RPCs will be graded for accuracy, justification of conclusions, alignment to accepted research procedure conclusions, documentation, and writing competence, to include the use of APA Style as well as typical writing conventions in scholarly articles and reports.

Discussion Issues: After reading the instructor's post/issue/questions in the discussion forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. Your initial response should be 200 words (minimum). Responses will contain relevant citations, as applicable, related to course materials and other sources. Your responses should also include personal experience and informed opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the forum is open (not including your initial response to the instructor's question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***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. In this particular class, the sessions will vary, but most will have some time devoted to clarification of readings and issues concerning the application of content from our readings to the deliverables assigned in the course. One of the face-to-face class sessions will be dedicated to the presentation of your Research Overview.

Research Overview Paper: Use the requirements defined in the course space to write a proposal for a problem identified in your related area. The Research Review Overview paper should include a problem statement, literature review, and methodology overview *with appended justification* for each methodological selection. The literature review should include at least 10 references. You should have your topic approved by the instructor(s) before initiating the development of your proposal.

Research Overview Presentation: Using your Research Overview paper as a basis, develop and present your problem/project to the class. 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. Your PowerPoint presentation should last approximately 15 minutes with 5 additional minutes for questions allowed at the end. You will be expected to demonstrate

effective use of basic principles of instructional design (for example, appropriate font size, limited and pertinent information on each slide, speaking from but not reading slide to the group, etc).

Updated Critical Reflection (Research): For this class, you will need to locate your Critical Reflection developed in LEAD 7350 & LEAD 7340 for the *Research* competency area. We would prefer to see the copy you received with instructor feedback. Review and carefully reflect on needed modifications to the paper based on what you have learned over your time in this program since that submission. Thoroughly revise your original Critical Reflection paper to update to your current thinking. This revision should be entirely or nearly entirely new. Information on the Critical Reflection is available in the Doctoral Program Guide (link: Critical Reflection).

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face class sessions. Face-to-face course meetings and discussion forums 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 discussion forums. If a participant feels that s/he has an impossible conflict, s/he should consult the instructor(s) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late

submission may also result in point deductions.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

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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)* forum within 48 hours on weekdays and within 72 hours on weekends.

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

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Syllabus Agenda:

Week/Dates	**Readings/Resources***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLO Demonstrated**
1 – 5/15-5/21	• Gliner et al. - Parts I and II	1, 2		1, 2
Class Meeting 5/18 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 210				
2 – 5/22 - 5/28	• Gliner et al. - Chs. 9-10	1, 2, 3	***Discussion Issue 1 opens 5/22***	1, 2, 3
3 – 5/29 - 6/4	• Gliner et al. - Chs. 11-12	1, 2	***Discussion Issue 1 closes 6/4***	1, 2
4 - 6/5 - 6/11	• Gliner et al. - Chs. 13-15	1, 2, 3, 4	***Research Procedure Critique 1 (RPC) due 6/9 (Submitted to course site)***	4
5 – 6/12 - 6/18	• Gliner et al. - Chs. 16-17	3	***Discussion Issue 2 opens 6/12***	3
Class Meeting 6/15 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208				
6 – 6/19 - 6/25	• Gliner et al. - Chs. 18-19	1, 2, 3, 4	***Discussion Issue 2 closes 6/25***	1, 2, 3, 4
7 – 6/26 - 7/2	• Gliner et al. - Chs. 20-21	2, 3, 4	***Research Procedure Critique 2 (RPC) due 6/30 (Submitted to course site)***	2, 3, 4
8 – 7/3 - 7/9	• Gliner et al. - Ch. 22	4	***Discussion Issue 3 opens 7/3***	4

Week/Dates	**Readings/Resources***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLO Demonstrated**
Class Meeting 7/6 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208				
9 – 7/10 - 7/16	• Gliner et al. - Chs. 23-24	4, 5	***Discussion Issue 3 closes 7/16***	4, 5
10 - 7/17 - 7/23	• Gliner et al. - Ch. 25	4, 5	***Research Overview Paper due 7/21 (Submitted to course site)***	4, 5
11 – 7/24 – 7/30	• Gliner et al. - Ch. 26	5	***Research Overview Presentation due 7/27 (in class)***	5
Class Meeting 7/27 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208				
12+ – 7/31 - 8/6		1, 2, 3, 4, 5	***Updated Critical Reflection (Research) due 8/4 (Submitted to course site)***	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 various research designs including quantitative, qualitative and mixed methods approaches

3. Distinguish probabilistic from deterministic explanations
4. Articulate the relative 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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Summer 2019
Course Title:	LEAD 7370 Qualitative Research Design (Hybrid) – C14
CRN:	80269
Credits:	3 graduate credits
Location:	Hunter Hall 208 & Virtual Classroom
Dates/Times:	Saturdays: May 18, June 8, June 29, July 20 (refer to Syllabus Agenda)
Faculty:	Dr. Christopher Silver, (Christopher-Silver@utc.edu), Hunter Hall 213 – 423-425-2185 – Office Hours by Appt. Dr. David Rausch, (David-Rausch@utc.edu) Hunter Hall 204 – 423-425-5270 – 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 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 these methods within the context of one or more organizations
4. Design a qualitative research proposal 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 Learning and Leadership Doctoral Program. In this course, the specific competency area addressed in this course is the ***Research***

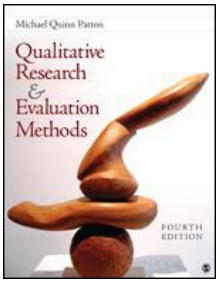
competency which states:

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

- Synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses, including justifying new research questions with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research
- Demonstrate the ability to engage with peers and interact with faculty regarding research and the role of researcher within their respective professional practice

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 proposal 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 Readings*

Reading Image	Reading Details
	Creswell, J.W. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed). Thousand Oaks, CA: Sage ISBN: 9781506330204
	Patton, M. (2015). *Qualitative research & evaluation Methods: Integrating theory and practice* (4th ed). Thousand Oaks, CA: Sage. ISBN: 9781412972123

* 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	Percent Total of Course Grade
Research Study Critique	Article/Dissertation Critique (Written Document – minimum 1000 words)	50 Points	10%
Qualitative Survey Data Project	A memo describing the research question, data type, and findings (Written Document – minimum 1000 words)	75 Points	15%
3 Discussion Issues	Meaningful Contributions to Discussions	(25 Points each x 3) 75 Points Total	15%
4 Face-to-Face Class (FTF) Meetings	Meaningful Contributions in Class	(25 Points each x 4) 100 Points Total	20%
Qualitative Research Proposal (Part 1 of 2)	Part 1 - Research Proposal Problem Statement and Literature Review (Written Document – minimum 1200 words)	75 Points	15%
Qualitative Research Proposal (Part 2 of 2)	Part 2 – Research Proposal including Methodology (Written Document – minimum 2000 words)	75 Points	15%
Presentation	Formal PowerPoint Presentation of your Research Proposal submitted as a video link virtually to UTC Learn	50 Points	10%
		Total: 500 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 is **satisfactory** relative to standards of competency but lacks some areas of a thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**F** represents **unsatisfactory** work.

Research Study Critique: Critique of Peer Reviewed Qualitative Study: To continue to develop your skills as a critical consumer of qualitative research, you will be provided with a qualitative research paper with significant design and reporting issues. Reflect on this work in a critical review. Your review should include a summary of the key issues raised by the study, include a discussion of how this study contributes to your work as a developing researcher, and analyze the strengths and the limitations of the study and/or author's presentation of the work.

Qualitative Survey Data Project: The purpose of this deliverable is to introduce you to valuable research method skills that you can use in your academic, professional and personal development. You will utilize QuestionPro, an online survey software, to collect your data.

To login to QuestionPro, go to:
https://www.utc.edu/information-technology/services/surveys.php

Use your UTC ID and password to set up the account to create a survey.

Consider a significant overall research question related to your professional practice. Create three open-ended or semi-structured questions to address an organizational problem. While this may seem easy at first, sometimes researchers have limited space to collect data related to an organizational issue. You will first create a series of research questions that adequately address the organizational problem. You will create a questionnaire in QuestionPro to be deployed. This questionnaire will then be distributed to others either as subject matter experts, colleagues, or other individuals of interest. Once your sampling is completed, you will download the results from QuestionPro and organize the findings by the emergent themes. Using those themes, you will construct an organizational memo addressing this research problem and the discoveries you observed in the data. This would include a recommendation regarding ways your organization could use this information to inform future processes or practices. The purpose of this deliverable is to learn how to develop a researchable qualitative research question or problem, collect information, analyze and distill the appropriate data in addressing the research problem, and report the findings and draw conclusions regarding the data.

Qualitative Data Management and Security: As part of this course you will be interacting directly with research participants for various exercises during class. Store all sensitive files in a secure location or remove identifying information from audio, texts, etc.

Discussion Issues: After reading the instructor's post and analyzing it relative to the course materials and your experiential learning, please reply to the post within 48 hours of the instructor's posted question with your thoughts and data-informed opinion. Your initial response should be 200 words (minimum). Your responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinion. After your primary response to the instructor's post, 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions, and informed opinion is the focus. Active engagement in the Discussion Forum will include a minimum of two meaningful

contributions on at least 3 different days per week while the forum is open (not including a n initial response to the instructor's question). Part of your grade will be based on your interaction with other participant's as well as your own response to the question. Remember this is a "Discussion Question."

***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.

Qualitative Research Proposal and Presentation:

Qualitative Research Problem Statement and Literature Review (Part 1): The final product for this class is a research proposal. Due to time limitations, participants will not complete a full study, but the expectation is to complete the framework for further development in future courses. The first deliverable should include the following sections: Rationale for the Study/Problem Statement, Conceptual Framework, Limitations, and Literature Review.

Qualitative Research Proposal (Part 2): The second deliverable will incorporate recommended revisions to Part 1 as well as the remaining components of a qualitative study proposal including Methodology (data collection and analysis), Results, and Implications of the Study. Participants will develop at least one qualitative research strategy within this proposal design.

Qualitative Research Proposal Presentation: This deliverable is similar to the face-to-face presentation in other LEAD courses; however, in this case, you will be creating a voice recorded presentation using PowerPoint, saving your presentation as a video file with your voice narrative, and uploading the video file to YouTube. Using the Qualitative Research Proposal, develop and present your problem/project in the video. For purposes of the presentation, your audience is a fictional funding agency/approval board deciding whether to allow you to go forward with your project. Your presentation should last approximately 20 minutes and should connect to your professional practice and ways you could utilize qualitative methods to address your research problem.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high-speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install the necessary software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). Deliverables including documents and draft documents should be submitted in Microsoft Word format unless otherwise specified by the instructor(s). All written papers should incorporate the use of EndNote bibliographic software.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face class sessions. Face-to-face course meetings and discussion forums 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 discussion forums. If a participant feels that s/he has an impossible conflict, s/he should consult the instructor(s) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student (participant) services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. Typically, course-related questions that are not personal in nature should be submitted to the Ask the Instructor(s) forum 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) forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week/Dates	**Readings/Resources***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLO Demonstrated**
1 – 5/15-5/21	• Creswell - Ch. 1 • Patton - Ch. 1 • Watt - *On becoming a qualitative researcher: The value of reflexivity*	1		
Class Meeting 5/18 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208				
2 – 5/22 - 5/28	• Patton - Ch. 2	1		
3 – 5/29 - 6/4	• Creswell - Ch. 2 • Patton - Ch. 3	1, 2	***Discussion Issue 1 opens 5/29***	1
4 - 6/5 - 6/11	• Creswell - Ch. 3	1, 2	***Discussion Issue 1 closes 6/11***	1
Class Meeting 6/8 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208				
5 – 6/12 - 6/18	• Patton - Ch. 4	1, 2	***Research Study Critique due 6/12 (Submitted to course site)***	1, 2
6 – 6/19 - 6/25	• Creswell - Ch. 4 • Owens, *Community college transfer students' experiences of the adjustment process to a four-year institution: A qualitative analysis.* Pages 42-112	2, 3	***Discussion Issue 2 opens 6/19***	3

Week/Dates	**Readings/Resources***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLO Demonstrated**
7 – 6/26 - 7/2		2, 3	***Qualitative Survey Data Project due 6/26 (Submitted to course site)*** ***Discussion Issue 2 closes 7/2***	2, 3
Class Meeting 6/29 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208				
8 – 7/3 - 7/9	• Patton - Ch. 5	2, 4	***Qualitative Research Proposal Problem Statement and Literature Review (Part 1) due 7/3 (Submitted to course site)***	2, 4
9 – 7/10 - 7/16	• Creswell - Ch. 6	2, 4		
10 - 7/17 - 7/23	• Creswell - Ch. 7	2, 4		
Class Meeting 7/20 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208				
11 – 7/24 – 7/30	• Creswell - Ch. 8	2, 4	***Discussion Issue 3 opens 7/24*** ***Qualitative Research Proposal (Part 2) due 7/28 (Submitted to course site)*** ***Qualitative Research Proposal Presentation (Submitted Virtually) due 7/31 (Submitted PowerPoint Presentation YouTube Video Link to course site)***	2, 4
12+ – 7/31 - 8/6	• Creswell - Ch. 9	2, 4	***Discussion Issue 3 closes 8/6***	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. 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 evaluation of the benefits of computer-assisted data analysis in qualitative research
3. Compare and contrast these methods within the context of one or more organizations
4. Design a qualitative research proposal 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:	Fall 2018
Course Title:	LEAD 7400 Foundations of Human Learning Theories (Hybrid) – C14
CRN:	50468
Credits:	3 graduate credit hours
Location:	Hunter Hall 208 & Virtual Classroom
Dates/Time:	Saturdays: September 8, October 13, November 3, December 1 8:00 am – 12:00 pm ET
Faculty:	Dr. David Rausch, (David-Rausch@utc.edu) Hunter 201D – 423-425-5270 – Office Hours by Appt. Dr. Elizabeth Crawford, (Elizabeth-Crawford@utc.edu) Hunter 204 – 423-425-5286– Office Hours by Appt.

Course Catalog Description:

This course focuses on learning theories and their relationships to learning and change across multidisciplinary fields of practice. Course activities provide an overview of contemporary views of human learning and cognition. After examining origins, definitions, and features of major theoretical models and the theorists most associated with them, participants will demonstrate advanced knowledge and application of representative theories for each model. **Course Pre-/Co-Requisites:** There are no pre-requisites or co-requisites for this course.

Course Learning Outcomes:

- Examine relevant learning research and compare and contrast the factors that behavioral, cognitive, humanistic, and social cognition theorists believe influence the learning process
- Describe the implications of learning theories and leadership applications
- Examine motivation and its implications for learning and resulting delivery modalities
- Describe contemporary learners along a continuum of characteristics, i.e., socioeconomic status, ethnicity, gender, ability, among others, and discuss the implications of these characteristics for learning in the future
- Integrate the various theories within the practical frameworks of their intended practice

Relationship to Program Competencies (Comprehensive Assessment):

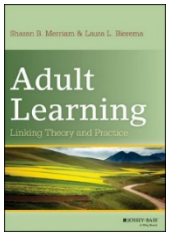
All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Learning***. Critical Reflection papers produced for each program competency area are a synthesis 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 and the final Critical Synthesis Paper will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive evaluation process.

The specific competency area addressed in this course is the ***Learning*** competency which states:

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

- Differentiate and articulate learning differences, organizational learning, and strategies in terms of theoretical knowledge in the fields of human learning and cognition
- Assess established interpretations, and explore implications of theories, ideas, conditions, and/or practice, including construction of alternative interpretations, applications, and/or theoretical frameworks

Required Readings *

Reading Image	Reading Details
	Merriam, S.B. & Bierema, L.L. (2014). *Adult learning: Linking theory and practice.* USA: Jossey-Bass. ISBN 9781118130575

*** Additional articles and directed readings in the texts will be made available during the course on the UTC Learn course site.**

Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Points
4 Conceptual Application Analyses	Written Paper (1000 words)	(50 Points each x 4) 200 Points Total
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(25 Points each x 4) 100 Points Total
3 Discussion Forums	Meaningful Contributions to the Discussion Forums	(30 Points each x 3) 90 Points Total
1 Critical Reflection	Written Paper (1500 words minimum)	110 Points
	TOTALS	**500 Points**

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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents **unsatisfactory** work.

***Conceptual Application Analysis*:** Assigned articles and directed readings will lead you to examine and analyze your own professional practice for application of concepts from the readings. Your Conceptual Application Analysis should introduce, define, and assess your comprehension and analysis of the course subject matters, 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.

Your assessment on the Conceptual Application Analysis will reflect the following scale:

- 92 - 100 points earned for an outstanding Conceptual Application Analysis that shows deep insight and clearly identifies and discusses all of the relevant issues in appropriate detail; crisply and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the literature; and clearly states sound reasoning that supports your claims and conclusions.

- 84 - 91 points earned for a good Conceptual Application Analysis that shows some insight and which identifies and discusses most of the relevant issues adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts from the literature, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75 - 83 points earned for an average Conceptual Application Analysis that identifies the most important issues; missing some issues and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts from the literature; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 points earned for a merely adequate or not adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts from the literature; and the reasoning supporting most claims and conclusions is unclear or missing. APA errors and late submission will also result in point deductions.

Discussion Forums: After reading the instructor's post/issue/questions in the discussion forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Forum opening. 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 opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Forum will include a minimum of 2 meaningful contributions on at least 3 different days per week while the forum is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

Critical Reflection: 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. Let's examine the elements more closely.

A description of the experience and of the learning. This might include what you have done related to the competency area and what the measurable outcomes were. It might also include a summary of your strategy going into the experience, your perceptions as the experience unfolded, what behaviors you engaged in during the experience, and how the experience influenced you and others. It is important to cover not only the facts of what happened, but also the perceptions and impressions of those facts as they transpired. It might also be relevant to compare what happened in the experience to what happened in other experiences similar to this or other experiences in which you have participated. Remember that the purpose is to demonstrate learning (what has been learned).

Identify, relate and analyze relevant conceptual and seminal material (theories) related to the competency area. The point is to demonstrate "ownership/understanding" of the theoretical constructs that are identified. Ownership involves being able to describe and communicate the concepts and theories and how they relate to the specific environment and the learning. In the best critical reflection papers, the paper demonstrates competence in relation to the related concepts and theories. The identification of this relevant conceptual material should be woven into the situation as it is being analyzed. Don't assume that the reader knows this information. The point is not whether the reader knows the information – the point is whether the writer knows it. Also, there is a tendency in a Critical Reflection paper to try to explain as many concepts or ideas as possible. Don't fall into this trap! Explaining too many ideas could inhibit providing enough depth to really demonstrate your ownership/competency. Stick with core concepts that can be identified as central to the focus.

Use the concepts and theories to analyze what happened in the experience. Another aspect of demonstrating ownership/competency with the central concepts and theories is the ability to apply them successfully and insightfully. That application may include using them to explain why what happened in the experience happened. It might include using the concepts and theories to explain how or why you (or others) might have behaved differently, and what might have happened if you had. It might include using the concepts and theories to suggest what you should do the next time you find yourself in a similar situation. These elements of the Critical Reflection paper are fundamental to illustrating that you USE the concepts and theories to drive your analysis of this experience. Thus, it is not sufficient in the analysis to know what to do; you must also correctly explain why to do it. Using concepts and theories to explain "why or why not" is what applying /discounting theory is all about. The assessment of the Critical Reflection paper will reflect the scale that is accessible in the Doctoral Program Guide (link: Critical Reflection Rubric - scroll to page 2).

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, Induction and course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

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Late submission may also result in point deductions. 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 discussion forums.

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upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week	Dates	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)
1	8/20-8/26	Readings: Merriam & Bierema – Chapter 1
2	8/27-9/02	Readings: Merriam & Bierema – Chapter 2, Selected Articles ***Discussion Issue 1 begins August 29***
3	9/03-9/09	Readings: Merriam & Bierema – Chapter 3, Selected Articles ***Discussion Issue 1 continues; Conceptual Application Analysis #1 due September 5 (Submitted to course site)***
Class	**9/08**	**Saturday, 8:00 am - 12:00 pm ET, Hunter Hall 208**
4	9/10-9/16	Readings: Merriam & Bierema – Chapter 4, Selected Articles ***Discussion Issue 1 closes September 11***
5	9/17-9/23	Readings: Merriam & Bierema – Chapter 5, Selected Articles
6	9/24-9/30	Readings: Merriam & Bierema – Chapter 6, Selected Articles ***Discussion Issue 2 begins September 26*** ***Conceptual Application Analysis #2 due September 26 (Submitted to course site)***
7	10/01-10/07	Readings: Merriam & Bierema – Chapter 7, Selected Articles ***Discussion Issue 2 continues***
8	10/08-10/14	Readings: Selected Articles ***Discussion Issue 2 closes October 9***
Class	**10/13**	**Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208**
9	10/15-10/21	Readings: Merriam & Bierema – Chapter 8, Selected Articles ***Conceptual Application Analysis #3 due October 17***
10	10/22-10/28	Readings: Merriam & Bierema – Chapter 9, Selected Articles
11	10/29-11/04	Readings: Merriam & Bierema – Chapter 10, Selected Articles ***Discussion Issue 3 opens October 31*** ***Critical Reflection DRAFT due to peer review by November 4***
Class	**11/03**	**Saturday, 8:00 am - 12:00 pm ET, Hunter Hall 208**
12	11/05-11/11	Readings: Merriam & Bierema – Chapter 11, Selected Articles ***Conceptual Application Analysis #4 due November 7 (Submitted to course site); Discussion Issue 3 continues***
13	11/12-11/18	Readings: Selected Articles ***Discussion Issue 3 closes November 13***
14	11/19-11/25	Readings: Merriam & Bierema – Chapter 12, Selected Articles
15+	11/26-12/11	Readings: Selected Articles ***Critical Reflection FINAL due December 2 (Submitted to course site)***
Class	**12/01**	**Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208**

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Spring 2020
Course Title:	LEAD 7450 Reflective Practice and Competency Development (Internet)
CRN:	21554
Credits:	3 graduate credit hours
Location:	Hunter Hall 214/Zoom & Virtual Classroom
Date/Time:	Tuesday: January 14 from 5:00 – 7:30 pm ET
Faculty:	Dr. John Harbison, (John-Harbison@utc.edu)
	Hunter 201B – 423-425-5443 – Office Hours by Appt.

Course Catalog Description:

This course provides participants with the opportunity to explore and engage in reflective practice and critical reflection relative to learning and leadership. The competencies used as the foundation of the doctoral program will be used as reference points. Participants will have the opportunity to reflect on their own learning and leadership 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 and leadership process. Approval of department head required. Graded S/NC.

Course Pre-/Co-Requisites: There are no pre-requisites or co-requisites for this course. Department head approval is required. This course is typically taken during the last semester of electives.

Course Learning Outcomes (CLOs):

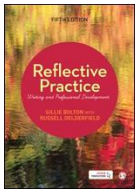
1. Apply critical reflection and critical thinking to address complex issues and engage in reflective practice
2. Demonstrate an understanding of learning and leadership as they relate to the individual as well as the nature of society and social and organizational change through reflection
3. Develop 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 Learning and Leadership Doctoral Program. 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). *Reflective practice: Writing and professional development* (5th ed.). Thousand Oaks, CA: 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**
1 Face-to-Face Class Contribution	Meaningful contributions in Class	100	10%
Peer Partnership	Review and feedback with peer partner	100	15%
Vision Statement	Written Paper (1000-1500 words)	100	5%
2 Critical Reflections	Written Papers (1500 words minimum each)	(100 Points each x 2) 200 Points Total	20%
Competency Plan	Competency Plan	100	10%
Digital Portfolio Structure	Digital Portfolio Structure (including a minimum of 3 artifacts for each Critical Reflection submitted)	100	10%
Critical Synthesis Paper (CSP) Draft	Written Paper (4000 words minimum)	100	30%
	TOTALS	**800 Points**	**100%**

**Weighting of grades in the new 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.

***Face-to-Face Class Meeting*:** Face-to-face sessions are designed to be sharing opportunities conducted in person. It is these sessions that 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.

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.

Vision Statement: 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 (link: Vision Statement).

Critical Reflections*:* 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. To examine the elements more closely, please see the following link: Critical Reflections. In this course, you will revise and resubmit a minimum of 2 Critical Reflections.

Competency Plan: While the foundational competencies of the doctoral program are Learning and Leadership, all of the competencies are important. To best understand and articulate the integrated nature of the competencies, it is often best to first separate the different competencies and view them in isolation and then put them together in a final synthesis as the program unfolds in a digital Competency Plan (link: Competency Plan). Participants will use the framework provided in the course materials to build a competency plan that will serve as a roadmap for documenting competency in all program domains.

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 (link: 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 that you have provided the Critical Reflection and at least 3 artifacts for each of the two required program Competency Areas, in addition to updating the Home Page, Vision Statement, Competency Plan, and Critical Synthesis Paper.

Critical Synthesis Paper (CSP) Draft: The Critical Synthesis Paper (CSP) is the culminating manuscript that is an element of the Comprehensive Assessment in the Learning and Leadership program (link: Critical Synthesis Paper). 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 Learning and Leadership program. The CSP should ***not*** have separate sections labelled with the specific competency domains. ***Synthesis is the key.***

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Standard Written Deliverables: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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/time.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face 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) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions. Participants should notify instructor(s) of late

submissions as soon as possible.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006.

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.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the Bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Doctoral Program Guide for details.

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 Solutions Center 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.

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

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1 – 1/6-1/12	• Doctoral Program Guide – Comprehensive Assessment • Bolton – Chs. 1-2		1, 3
2 – 1/13-1/19	• Bolton – Chs. 3-4		1, 2, 3, 4
Class Meeting 1/14 Tuesday, 5:00 – 7:30 pm ET, Hunter Hall 214/Zoom			
3 - 1/20-1/26	• Bolton – Chs. 5-6	***Vision Statement due January 26***	1, 2, 3, 4
4 – 1/27-2/2	• Bolton – Chs. 7-8	***Peer Partnership begins January 29***	1, 2, 3, 4
5 – 2/3-2/9	• Doctoral Program Guide – Digital Portfolio and Artifacts section • Digital Age – Digital Artifacts • WikiEducator – Digital Artefact	***Peer Partnership continues***	1, 2, 3, 4
6 – 2/10-2/16	• Dirkx - *Critical reflection and imaginative engagement…*	***Critical Reflections (2) due February 16***	1, 2, 3, 4
7 – 2/17-2/23	• Vince, et al. - *Finding critical action learning through paradox…*		1, 3
8 – 2/24-3/1	• Mezirow - *Fostering critical reflection in adulthood…*		1, 2, 3, 4
9 – 3/2-3/8	• Provis - *Intuition, analysis and reflection in business ethics*	***Competency Plan due March 8***	3, 4
10 – 3/9-3/15	No new readings assigned or deliverables due this week - UTC Spring Break		

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
11 – 3/16-3/22	• Weingarten - *The art of reflection: Turning the strange into the familiar*		1, 2, 3, 4
12 – 3/23-3/29	• Schmidt-Wilk - *Reflection*: *A prerequisite for developing the "CEO" of the brain*		1, 2, 3, 4
13 – 3/30-4/5	• ePortfolio	***Critical Synthesis Paper Draft due March 30***	1, 3
14 – 4/6-4/12	• Travers, et al. - *Self-reflection, growth goals, and academic outcomes: A qualitative study*		1, 3
15 – 4/13-4/19	• Mezirow - *On critical reflection*		1, 2, 3, 4
16 – 4/20-4/28	• Selected articles	***Digital Portfolio Structure due April 26***	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 and leadership 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 2019
Course Title:	LEAD 7500 Learning Models, Design, and Communication (Hybrid) – C14
CRN:	43042
Credits:	3 graduate credit hours
Location:	Hunter 208 & Virtual Classroom
Dates/Time:	Saturdays: August 24, September 21, October 19, November 23 1:00 – 5:00 pm ET
Faculty:	Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – Office Hours by Appt. Dr. John Harbison, (John-Harbison@utc.edu) Hunter 201B – 423-425-5443 – 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.

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

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):

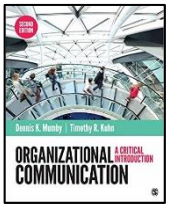
All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Communication***. Critical Reflection papers produced for each program competency area are a synthesis 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 and the final Critical Synthesis Paper, will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive evaluation process.

The specific competency area addressed in this course states:

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

- Construct and implement appropriate and skillful use of both verbal and written communication including the use of technology
- Demonstrate active communication, effective negotiation, and presentation skills in both interpersonal and organizational settings

Required Readings *

Reading Image	Reading Details
	Mumby, D.K. (2019). *Organizational communication: A critical introduction* (2nd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781483317069
	**Rogers, E.M. (2003). *Diffusion of innovations* (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	15%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	15%
Peer Partnership	Review and feedback with peer partner	100 Points	10%
Critical Reflection (*Communication*)	Written Papers (1500 words minimum)	100 Points	20%
Organizational Effectiveness and Learning Opportunity Analysis	Problem Statement 1.0 (500 words minimum) Problem Statement & Literature Review 2.0 (1500 words minimum) Complete paper 3.0 (2000 word minimum)	(100 Points each x 3) 300 Points Total	30%
Organizational Effectiveness and Learning Opportunity Analysis Presentation	PowerPoint Presentation 8-10 minutes	100 Points	10%
	TOTALS	**1300 Points**	**100%**

**Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents **unsatisfactory** work.

***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 forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the Issue is open (not including your initial response to the instructor question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

Peer Partnership: The Peer Partnership consists of two components; a peer discussion forum 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.

Critical Reflection (Communication): 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. For additional information on Critical Reflections please see the Doctoral Program Guide (link: Critical Reflection Rubric - scroll to page 2). Additionally, you will upload your Critical Reflection paper to the Digital Portfolio.

Organizational Effectiveness and Learning Opportunity Analysis: 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 1.0*: This component will consist of the overarching problem statement. This will be submitted via a text entry submission or via a Blog posting. 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 2.0*: This component will be an iteration and enhancement of the 1.0 version and will include the recommended revisions to the 1.0 version as well as the addition of a literature review component that will be used to support the subsequent analysis of the topic presented in version 1.0.

3. *Organizational Effectiveness and Learning Opportunity Analysis 3.0*: This third iteration will include the aspects of version 1.0 and 2.0, any suggestions provided by the instructor(s) on previous submissions, and an analysis of the topic including learning from the literature, as well as cultural and ethical impacts of the learning design.

Organizational Effectiveness and Learning Opportunity Analysis Presentation: During the last 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.

Please review the rubrics for each deliverable for clarity on the requirements for each deliverable.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face class sessions. Face-to-face course meetings and discussion forums 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 discussion forums. If a participant feels that s/he has an impossible conflict, s/he should consult the instructor(s) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment (deliverable). I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is

upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student (participant) services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructors* forum 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 Instructors* forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week/Dates	**Readings/Resources***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
1 - 8/19 - 8/25	• Mumby – Ch. 1 • Paas, et al. - *Cognitive load theory* • Christensen - *Role of theory in instructional design*	***Discussion Issue 1 opens August 21***	1, 2, 4
Class Meeting 08/24 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall Room 208			
2 - 8/26 - 9/01	• Mumby – Ch. 2 • Rogers – *Communication channels*, pp. 18-19	***Discussion Issue 1 continues***	1, 2, 3, 4
3 - 9/02 - 9/08	• Mumby – Ch. 3 • Simms, et al. - *Ideas in practice…* • Chan - *Designing an online class using a constructivist approach*	***Discussion Issue 1 closes September 3***	1, 2, 3, 4
4 - 9/09 - 9/15	• Mumby – Ch. 4 • Picciano - *Blending with purpose…* • Rogers – *Communication channels by stages of the innovation-decision process*, pp. 204-213	***Organizational Effectiveness and Learning Opportunity Analysis Problem Statement 1.0 due September 11 (Submitted to course site)***	1, 2, 4
5 - 9/16 - 9/22	• Mumby – Ch. 5 • Rogers – *Models of communication*, pp. 303-308, 337-339 • Roytek - *Enhancing ID efficiency*		1, 2
Class Meeting 09/21 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall Room 208			

Week/Dates	**Readings/Resources***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
6 - 9/23 - 9/29	• Mumby – Ch. 6	***Discussion Issue 2 opens September 25***	2, 3, 4
7 - 9/30 - 10/06	• Mumby – Ch. 7 • Werder & Holtzhausen – *Organizational structures and ... communication …*	***Discussion Issue 2 continues***	2, 3, 4
8 - 10/07 - 10/13	• Mumby – Ch. 8	***Discussion Issue 2 closes October 8*** ***Organizational Effectiveness and Learning Opportunity Analysis Problem Statement and Literature Review 2.0 due October 9 (Submitted to course site)***	1, 2, 3
9 - 10/14 - 10/20	• Mumby – Ch. 9	No deliverables due this week	1, 2
Class Meeting 10/19 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall Room 208			
10 - 10/21 - 10/27	• Mumby – Ch. 10		1, 2, 3
11 - 10/28 -11/03	• Mumby – Ch. 11 • Christensen & Cornelissen - *Bridging corporate and organizational communication*	***Critical Reflection (Communication) due to Peer Partnership November 3*** ***Discussion Issue 3 opens October 30***	1, 2, 3, 4
12 - 11/04 -11/10	• Mumby – Ch. 12	***Discussion Issue 3 continues***	1, 2, 3
13 - 11/11 -11/17	• Mumby – Ch. 13	***Discussion Issue 3 closes November 12***	1, 2

Week/Dates	**Readings/Resources***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
14 - 11/18 - 11/24	• Mumby – Ch. 14	***Organizational Effectiveness and Learning Opportunity Analysis 3.0 due November 20 (Submitted to course site)*** ***Organizational Effectiveness and Learning Opportunity Analysis Presentation during class on November 23***	1, 2, 3, 4
Class Meeting 11/23 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall Room 208			
15+ - 11/25 - 12/10		***Critical Reflection (Communication) feedback due to Peer Partner November 27*** ***Revised Critical Reflection (Communication) due December 4 (Submitted to course site)***	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:	Spring 2020
Course Title:	LEAD 7610 Measurement, Evaluation and Assessment (Hybrid) – C14
CRN:	22880
Credits:	3 graduate credit hours
Location:	Hunter Hall 208 & Virtual Classroom
Dates/Time:	Saturdays: January 25, February 22, March 28, April 25 1:00 – 5:00 pm ET
Faculty:	Dr. Christopher F. Silver, (Christopher-Silver@utc.edu) Hunter Hall 213 – 423-425-2185 – Office Hours by Appt. Dr. Ted L. Miller, (Ted-Miller@utc.edu) Hunter Hall 201C – 423-425-4540 - 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):

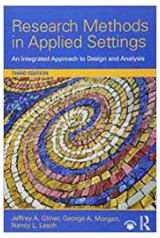
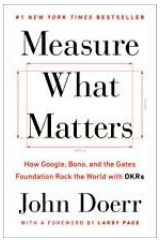
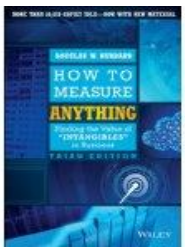
All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. In this course, one of the deliverables includes the Critical Reflection paper in the area of ***Measurement***. Critical Reflection papers produced for each program competency area are a synthesis 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,

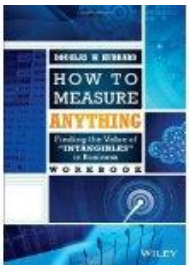
and a demonstration of command of scholarly communication practices and conventions. The Critical Reflections, along with the associated artifacts in the Digital Portfolio and the final Critical Synthesis Paper will ultimately serve as the major component for demonstrable competency and mastery of the associated area in the comprehensive evaluation process.

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

> As inquiring scholars of ***Measurement***, participants will:
>
> - Demonstrate a thorough understanding of individual and group measurement and assessment, to include cultural-legal-ethical-technical criticisms of measurement and assessment practices
> - Discriminate between and apply the existing and evolving alternatives in measurement and assessment and be able to match appropriate methodology to required outcomes

Required Readings *

Reading Image	**Reading Details**
	**Gliner, J.A., Morgan, G.A., & Leech, N.L. (2017). *Research methods in applied settings* (3rd ed.). New York, NY: Routledge Taylor & Francis. ISBN: 9781138852976
	Doerr, J. (2018). *Measure what matters: How Google, Bono, and the Gates Foundation rock the world with OKRs*. New York, NY: Portfolio (Penguin Books). ISBN: 9780525536222
	Hubbard, D.W. (2014). *How to measure anything: Finding the value of intangibles in business* (3rd ed.). Hoboken, NJ: Wiley. ISBN: 9781118539279

Reading Image	**Reading Details**
	Hubbard, D.W. (2014). *How to measure anything: Finding the value of intangibles in business. Workbook.* Hoboken, NJ: Wiley. ISBN: 9781118752364

* 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****
2 Conceptual Application Analyses	Written Papers (V 1.0 – minimum 1,000 words V 2.0 – minimum 2,000 words)	(100 Points each x 2) 200 Points Total	30%
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%
Critical Reflection *(Measurement)*	Written Paper (minimum 1,500 words)	100 Points	15%
Digital Presentation	Digital Presentation of Conceptual Application Analysis Paper (2.0)	100 Points	10%
TOTALS		**1100 Points**	**100%**

**Weighting of grades in the new 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% - 91%	**"B"** represents an evaluation of work that **meets** competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	75% - 82%	**"C"** represents an evaluation of work that is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"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.

***Conceptual Application Analyses*:** 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 any additional learning and information discovered as a result of your discussions and readings, along with incorporation of feedback from the faculty.

Your assessment on the Conceptual Application Analyses will reflect the following scale:

- 92-100% is earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important concepts in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the case; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% is earned for a good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and

conclusions is generally clear, but not always.

- 75-83% is earned for an average analysis that identifies the most aspects of the concept(s); missing some aspects and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent is earned for a merely adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

***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 within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the discussion is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

Critical Reflection (Measurement): 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. For additional information on Critical Reflections please see the

Doctoral Program Guide (link: Critical Reflection Rubric - scroll to page 2). Additionally, you will upload your Critical Reflection paper to the Digital Portfolio.

Conceptual Application Analysis Presentation: Using the Conceptual Application Analysis (2.0), develop and present your measurement problem/project in video format (using the Canvas Studio resources). Your presentation will discuss the measurement challenge you would like to address, the Program Competency Areas you plan to address (Leadership, Learning, Technology & Innovation, Organizational Effectiveness, Communication), particularly as it relates to your professional practice. The components of the presentation will follow the same components of the Conceptual Application Analysis paper.

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Standard Written Deliverables: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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/time.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face 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) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions. Participants should notify instructor(s) of late submissions as soon as possible.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006.

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.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the Bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Doctoral Program Guide for details.

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 Solutions Center 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.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and

appreciate you taking time to complete the anonymous evaluations.

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1 – 1/6-1/12	• Gliner – Chs. 9, 11, 12 • Doerr – Ch. 1		1
2 – 1/13-1/19	• Hubbard (text and workbook) – Chs. 1, 2 • Doerr – Ch. 2	***Discussion Issue 1 opens 1/15***	1, 2
3 - 1/20-1/26	• Hubbard (text and workbook) – Chs. 3, 4 • Doerr – Ch. 3	***Discussion Issue 1 continues***	1, 2
Class Meeting 1/25 Saturday, 1:00 – 5:00 pm ET, Hunter Hall Room 208			
4 – 1/27-2/2	• Hubbard (text and workbook) – Chs. 5, 6 • Doerr – Ch. 4	***Discussion Issue 1 closes 1/28***	1, 2
5 – 2/3-2/9	• Hubbard (text and workbook) – Ch. 7 • Doerr – Chs.5, 6 • Chenhall – *Integrative strategic performance measurement systems…*		1, 2
6 – 2/10-2/16	• Hubbard (text and workbook) – Ch. 8 • Doerr – Chs. 7, 8 • Veinott, Klein & Wiggins – *Evaluating the effectiveness of the pre-mortem technique...* • Owen – *Common probability distributions..*	***Discussion Issue 2 opens 2/12***	1, 2, 3
7 – 2/17-2/23	• Hubbard (text and workbook) – Ch. 9 • Doerr – Chs. 9, 10	***Discussion Issue 2 continues***	2, 3

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
Class Meeting 2/22 Saturday, 1:00 – 5:00 pm ET, Hunter Hall Room 208			
8 – 2/24-3/1	• Hubbard (text and workbook) – Ch. 10 • Doerr – Chs. 11, 12	***Discussion Issue 2 closes 2/25***	2, 3
9 – 3/2-3/8	• Hubbard (text and workbook) – Ch. 11 • Doerr – Chs. 13, 14	***Conceptual Application Analysis (1.0) due 3/8***	1, 2, 3
10 – 3/9-3/15	No new readings assigned or deliverables due this week - UTC Spring Break		
11 – 3/16-3/22	• Hubbard (text and workbook) – Ch. 12 • Doerr – Chs. 15, 16		2, 3
12 – 3/23-3/29	• Hubbard (text and workbook) – Ch. 13 • Doerr – Chs.17, 18		2, 3
Class Meeting 3/28 Saturday, 1:00 – 5:00 pm ET, Hunter Hall Room 208			
13 – 3/30-4/5	• Hubbard (text and workbook) – Ch. 14 • Doerr – Chs. 19, 20	***Discussion Issue 3 opens 4/1***	1, 2, 3
14 – 4/6-4/12	• Doerr – Ch. 21	***Discussion Issue 3 continues***	1, 2, 3
15 – 4/13-4/19		***Discussion Issue 3 closes 4/14*** ***Conceptual Application Analysis (2.0) due 4/19***	1, 2, 3
16 – 4/20-4/28		***Critical Reflection due 4/22*** ***Digital Presentation due 4/22***	1, 2, 3
Class Meeting 4/25 Saturday, 1:00 – 5:00 pm ET, Hunter Hall Room 208			

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

Course Learning Outcomes

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:	Spring 2020
Course Title:	LEAD 7700R Pre-Dissertation Seminar (Hybrid)
CRN:	22882
Credits:	3 graduate credit hours
Location:	Hunter 208/Zoom & Virtual Classroom
Dates/Time:	Fridays: January 24, February 7, March 6, April 17 5:00 – 7:30 pm ET
Faculty:	Dr. Christopher F. Silver, (Christopher-Silver@utc.edu) Hunter 213 – 423-425-2185 – Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – 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.

Relationship to Program Competencies (Comprehensive Assessment):

This course builds on the knowledge and experiences gained in all the previous ***research*** courses taken in the doctoral program. It is hoped that the participant's dissertation would bear some

relevance to her or his vocation or intended future professional endeavor. Participants may have identified a fruitful area for their dissertation in earlier classes, thus for such participants, the process could be one of refinement, consolidation, and expansion. These participants will find that the proposal phase could be more reachable, resulting in a smoother transition and completion of the dissertation.

The specific competency area addressed in this course states:

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

- Synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses, including justifying new research questions with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research
- Demonstrate the ability to engage with peers and interact with faculty regarding research and the role of researcher within their respective professional practice

Required Readings *

Reading Image	Reading Details
	**Gliner, J.A.; Morgan, G.A., & Leech, N.L. (2009). *Research methods in applied settings* (2nd ed.). New York, NY: Routledge Publishing. ISBN: 9780805864342
	Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018). *Writing the winning thesis or dissertation: A step-by-step guide* (4th ed.). Thousand Oaks, CA: 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.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Comments Satisfactory (S)/ Unsatisfactory (U)
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	
Discussion Issues	Meaningful Contributions to the Discussions	
Exercises	Research Question Analysis, IRB, and associated Exercises	
Prospectus Draft Elements (Versions 1.0, 2.0, & 3.0)	Written Paper (20 – 30 pages in length including the references)	

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	Less 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.

***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 forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the forum is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

IRB Training: Complete the IRB Training process for Human Subjects Research and submit certificate.

Research Question Analysis: Conduct a comprehensive research question analysis for the intended dissertation research using the template provided in Course Materials. Use the results of the research question analysis to apply to the development of the following; (a) definition of terms, (b) threats to validity (internal and external), (c) delimitations, (d) limitations, (e) assumptions.

Prospectus Draft Elements (Versions 1.0, 2.0, and 3.0): Develop an initial draft of a research prospectus using the items in the template provided in the table below as main headings. This initial draft may be used in part toward the final draft of the prospectus, as research design evolves. LEAD participants should expect changes to the prospectus over time during and following this course.

Rubric/Assessment for the Prospectus: Use the components in the table below to write a prospectus for your dissertation. The prospectus elements should be 20 – 30 pages in length (including the references).

Elements of the Prospectus Draft	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)		

Elements of the Prospectus Draft	Not met	Met
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); number usage; spelling; syntax; subject-verb tense; awkward and difficult to read sentences; evidence of proofing and editing, etc.		
Endnote Bibliography Software Applied		

***Roles of the Instructor and the Requested Dissertation Chair (RDC)*:** There are some areas that the RDC will work more closely with the candidate than the instructor, and vice versa. There will not be a formula as to how this plays out since each dissertation is going to be different. There are areas where input from both the RDC and the instructor will be important and necessary. As a rule of thumb, the RDC should work more closely with the candidate in the following areas: title, background to the problem, problem statement, purpose of the study, literature review and theoretical/conceptual framework. The instructor will work more closely with the candidate in the following areas: research question analysis and all the sections that this process impacts. Both faculty members will collaborate when it comes to the research design, population and sample, procedure, and whether the candidate needs additional tools for data analysis.

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Standard Written Deliverables: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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/time.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face 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) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions. Participants should notify instructor(s) of late submissions as soon as possible.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006.

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.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the Bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such

documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Doctoral Program Guide for details.

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 Solutions Center 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.

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

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1 – 1/6-1/12	• Joyner et al. – Ch. 1 • Gliner et al. – Ch. 1 (review)		1, 2
2 – 1/13-1/19	• Joyner et al. – Ch. 2 • Gliner et al. – Ch. 2 (review)		1, 2
3 - 1/20-1/26	• Joyner et al. – Ch. 4	***IRB Training Due 1/22***	1, 2, 4
Class Meeting 1/24 Friday, 5:00 – 7:30 pm ET, Hunter Hall 208/Zoom			
4 – 1/27-2/2	• Joyner et al. – Ch. 5 • Gliner et al. – Ch. 3	***Discussion Issue 1 opens 1/29***	1, 2
5 – 2/3-2/9	• Joyner et al. – Ch. 6	***Discussion Issue 1 continues*** ***Research Question Analysis due 2/4***	1, 2, 3
Class Meeting 2/7 Friday, 5:00 – 7:30 pm ET, Hunter Hall 208/Zoom			
6 – 2/10-2/16	• Joyner et al. – Ch. 7	***Discussion Issue 1 closes 2/11***	1, 2, 3
7 – 2/17-2/23	• Gliner et al. – Ch. 4	***Prospectus Draft Elements Version 1.0 due 2/19***	1, 2, 3
8 – 2/24-3/1	• Joyner et al. – Ch. 8		1, 3

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
9 – 3/2-3/8	• Gliner et al. – Ch. 4	***Discussion Issue 2 opens 3/4***	1, 3, 4
Class Meeting 3/6 Friday, 5:00 – 7:30 pm ET, Hunter Hall 208/Zoom			
10 – 3/9-3/15	No new readings assigned or deliverables due this week - UTC Spring Break		
11 – 3/16-3/22	• Joyner et al. – Ch. 9	***Discussion Issue 2 continues*** ***Prospectus Draft Elements Version 2.0 due 3/18***	1, 2, 3, 4
12 – 3/23-3/29	• Joyner et al. – Ch. 10	***Discussion Issue 2 closes 3/24***	1, 2, 3, 4
13 – 3/30-4/5	• Joyner et al. – Ch. 11		1, 2, 3, 4
14 – 4/6-4/12	• Selected articles	***Prospectus Draft Elements Version 3.0 due 4/8***	1, 2, 3, 4
15 – 4/13-4/19	• Selected articles		1, 2, 3, 4
Class Meeting 4/17 Friday, 5:00 – 7:30 pm ET, Hunter Hall 208/Zoom			
16 – 4/20-4/28		***Prospectus Draft Elements Version 3.0 due 4/22 (as needed for revisions)***	

***** 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 analyzed as part of a research plan
4. Describe and develop a plan for appropriate methodological approaches to research, including ethical perspectives.

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Spring 2020
Course Title:	LEAD 7810 Cognitive Aspects of Decision-Making (Hybrid)
CRN:	22881
Credits:	3 graduate credits
Location:	Hunter 208 & Virtual Classroom
Dates/Time:	Saturdays: January 25, February 22, March 28, April 25 8:00 am – 12:00 pm ET
Faculty:	Dr. David Rausch, (David-Rausch@utc.edu) Hunter Hall 204 – 423-425-5270 – Office Hours by Appt. Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter Hall 201D – 423-425-5286 – 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.

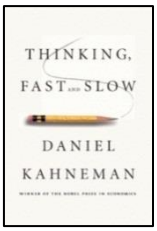
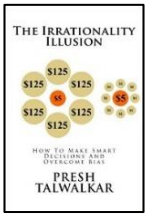
Course Learning Outcomes (CLOs):

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 Learning and Leadership Doctoral Program. 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.

Required Course Materials*

Reading Image	Reading Details
	Kahneman, D. (2011). *Thinking fast and slow*. Farrar, Straus and Giroux. New York: NY. ISBN: 9780374275631
	Talwalkar, P. (2016). *The irrationality illusion: How to make smart decisions and overcome bias.* 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**
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 Conceptual Application Analysis	Written Document (1500 words minimum)	100 Points	25%
Leadership Decision Conceptual Application Analysis	Written Document (1500 words minimum) & Presentation (PowerPoint Presentation should require no more than 10 minutes FTF class time, plus 3 minutes Q&A)	100 Points 100 points	25% 10%
	TOTALS	**1000 Points**	**100%**

**Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and 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.

***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 within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the discussion is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Conceptual Application Analyses (Learning Design and Leadership Decision)*:** 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.

Your assessment on the Conceptual Application Analyses will reflect the following scale:

- 92-100% is earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important concepts in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the case; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% is earned for a good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83% is earned for an average analysis that identifies the most aspects of the concept(s); missing some aspects and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent is earned for a merely adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

Leadership Decision Conceptual Application Analysis Presentation: During the last face-to-face class session, you will be expected to present your Leadership Decision Conceptual Application Analysis to the instructors and your peers. In addition, you will be asked to assess your peers' projects.

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

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

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Readings***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
1 – 1/6-1/12	• Kahneman - Part 1: Chs. 1-3	***Reader Survey (due ASAP, by 1/12/20)***	1, 2
2 – 1/13-1/19	• Kahneman - Part 1: Chs. 4-6 • Talwalkar - Ch. 1 • Klein – *Naturalistic decision making* • Selected Articles		1, 2, 3
3 - 1/20-1/26	• Kahneman - Part 1: Chs. 7-9 • Talwalkar - Ch. 2 • Selected Articles	***Discussion Issue 1 opens 1/22***	1, 2, 3
Class Meeting 1/25 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208			
4 – 1/27-2/2	• Kahneman - Part 2: Chs. 10-12 • Talwalkar - Ch. 3 • Cokely & Kelley - *Cognitive abilities and superior decision making under risk*	***Discussion Issue 1 continues***	1, 2, 3
5 – 2/3-2/9	• Kahneman - Part 2: Chs.13-15 • Harrison & Rutstrom- *Expected utility theory* • Selected Articles	***Discussion Issue 1 closes 2/4***	1, 2
6 – 2/10-2/16	• Kahneman - Part 2: Chs. 16-18 • Talwalkar - Ch. 4 • Selected Articles		1, 2
7 – 2/17-2/23	• Kahneman - Part 3: Chs. 19-21 • Picone et al. - *The origin of failure*	***Discussion Issue 2 opens 2/19***	1, 2, 3
Class Meeting 2/22 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208			

Week/Dates	**Readings***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
8 – 2/24-3/1	• Kahneman - Part 3: Chs. 22-24 • Talwalkar - Ch. 5 • Selected Articles	***Discussion Issue 2 continues***	1, 2, 3
9 – 3/2-3/8	• Kahneman - Part 4: Chs. 25-27 • Hoffrage et al. - *Natural frequencies improve Bayesian reasoning* • Selected Articles	***Discussion Issue 2 closes 3/3***	1, 2, 3
10 – 3/9-3/15	No new readings assigned or deliverables due this week - UTC Spring Break		
11 – 3/16-3/22	• Kahneman - Part 4: Chs. 28-30 • Harvey et al. - *Attribution theory*	***Learning Design Decision Conceptual Analysis due 3/18***	1, 2, 3, 4
12 – 3/23-3/29	• Kahneman - Part 4: Chs. 31-32 • Acker - *New findings on unconscious versus conscious thought in decision making* • Selected Articles	***Discussion Issue 3 opens 3/25***	1, 2, 3
Class Meeting 3/28 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208			
13 – 3/30-4/5	• Kahneman - Part 4: Chs. 33-34 • Weiss & Peters - *Measuring shared decision making in the consultation* • Selected Articles	***Discussion Issue 3 continues***	1, 2, 3
14 – 4/6-4/12	• Kahneman - Part 5: Chs. 35-38	***Discussion Issue 3 closes 4/7***	1, 2, 3
15 – 4/13-4/19	• Selected Articles	***Leadership Decision Conceptual Analysis due 4/15***	1, 2, 3, 4
16 – 4/20-4/28	• Selected Articles	***Leadership Decision Conceptual Analysis Presentation during class on 4/25***	1, 2, 3, 4
Class Meeting 4/25 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208			

***** 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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Summer 2019
Course Title:	LEAD 7815 Ethical Aspects of Decision Making (Hybrid) – C13
CRN:	80208
Credits:	3 graduate credits
Location:	Hunter Hall & Virtual Classroom (refer to Syllabus Agenda)
Dates/Time:	Saturdays: May 18, June 15, July 6, July 27 1:00 pm – 5:00 pm ET
Faculty:	Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – 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):

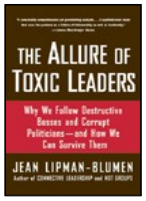
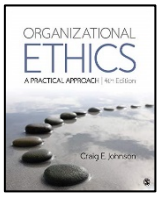
1. Examine the ethical aspects of human decision making
2. Assess and apply various ethical constructs as they relate to decision making concepts, practices and models
3. Develop a framework / model for ethical decision making relative to specific professional practice
4. Analyze and explain the ethical implications of decisions made in leadership, learning and research processes

Relationship to Program Competencies (Comprehensive Assessment):

Ethical decision making is related to each of the core competencies in the Learning and Leadership Doctoral Program. 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 ethical 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.

Required Readings *

Reading Image	Reading Details
	Lipman-Blumen, J. (2004). *The allure of toxic leaders: Why we Follow destructive bosses and corrupt politicians.* 6th ed. Oxford University Press. USA. ISBN: 9780195312003
	Johnson, C. (2019). *Organizational ethics: A practical approach.* 4th ed. Sage Publications. Thousand Oaks: CA. ISBN: 9781506361758

* 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	Percent Total of Course Grade
4 Face-to-Face Class Contributions	Meaningful Contributions in Class	(30 Points each x 4) 120 Points Total	24%
3 Discussion Issues	Meaningful Contributions to the Discussions	(40 Points each x 3) 120 Points Total	24%
1 Ethical Case Decision Analysis	Written Document (1500 words minimum)	120 Points	24%
1 Ethical Decision Making Framework/Model & Presentation	Written Document (1000 words minimum) & Presentation (Digital Presentation format should last no more than 20 minutes)	100 Points 40 Points	20% 8%
	TOTALS	**500 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
B	84% +	**"B"** represents an evaluation of work which meets competency standards for thoroughness and depicts thorough understanding of subject matter.
C	75% +	**"C"** represents an evaluation of work that is satisfactory relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents unsatisfactory work.

Discussion Issues: After reading the instructor's post/issue/questions in the discussion forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. Your initial response should be 200 words (minimum). Responses will contain relevant citations, as applicable, related to course materials and other sources. Your responses should also include personal experience and informed opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the forum is open (not including your initial response to the instructor's question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Ethical Case Decision Analysis*:** 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. 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 significant related literature.

The assessment on the Ethical Decision Analysis will reflect the following scale:

- 92-100 percent is earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style. Your analysis supports claims, assertions and conclusions with decision making strategy and models while clearly sharing sound reasoning that supports those claims and conclusions.

- 84-91 percent is earned for a good analysis that shows good insight and which identifies and discusses most of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style, although there may be minor problems in clarity or conciseness. Your analysis supports most claims, assertions and conclusions with decision making strategy and models while the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83 percent is earned for an average analysis that identifies the most important issues; missing some issues and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims, assertions and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent is earned for a merely adequate analysis that had significant problems, such as claims, assertions and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in additional point deductions.

Ethical Decision Making Framework/Model: 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.

This 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 (1000 words minimum – not including framework).

The assessment on the *Ethical Decision Making Framework* will be based on the following scale:

- 92-100 percent is earned for an outstanding framework and analysis that show deep insight and which identifies and discusses all of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style. Your analysis supports all claims, assertions and conclusions with decision making strategy and models while clearly sharing sound reasoning that supports those claims and conclusions.

- 84-91 percent is earned for a good framework and analysis that show good insight and which

identifies and discusses most of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style, although there may be minor problems in clarity or conciseness. Your analysis supports most claims, assertions and conclusions with decision making strategy and models while the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83 percent is earned for an average framework and analysis that identify the most important issues; missing some issues and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims, assertions and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent is earned for a merely adequate framework and analysis that have significant problems, such as claims, assertions and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in additional point deductions.

Ethical Decision Making Framework/Model Presentation: You will create an 8-10 minute PowerPoint presentation to provide an overview of your Ethical Decision Making Framework/Model at the end of the course. The assessment of the Ethical Decision Making Framework/Model Presentation will reflect the following scale:

- 92-100 percent is earned for an outstanding presentation that demonstrates skillful use of technology, shows deep insight, identifies and discusses all of the important issues in appropriate detail, and is clearly and concisely presented.

- 84-91 percent is earned for a good presentation that demonstrates proper use of technology, shows good insight, identifies and discusses most of the important issues in appropriate detail, and is clearly and concisely presented, although there may be minor problems in clarity or conciseness.

- 75-83 percent is earned for an average presentation that may have some difficulty with the use of technology, that identifies the most important issues; however may be missing some issues and/or lacking some insight; and may not be delivered in a clear and concise manner.

- Less than 75 percent is earned for a merely adequate presentation that had significant problems with the technology, does not identify the important issues, and is not presented with clarity and conciseness.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, Induction and course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

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Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from

various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student (participant) services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. Typically, course related questions that are not personal in nature should be submitted to the Ask the Instructors forum 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. Instructors will respond to posts in the Ask the Instructors forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week/Dates	**Readings/Resources***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLO Demonstrated**
1 – 5/15 – 5/21	• Lipman-Blumen – Chs. 1-2 • Johnson – Chs. 1-2	1, 2, 3		
Class Meeting 5/18 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 210				
2 – 5/22 – 5/28	• Lipman-Blumen - Chs. 3-4 • Johnson - Ch. 3	1, 2		1, 2
3 – 5/29 – 6/4	• Lipman-Blumen - Ch. 5 • Johnson - Chs. 4-5	1, 2	***Discussion Issue 1 opens May 29***	1, 2
4 – 6/5 – 6/11	• Lipman-Blumen - Ch. 6 • Johnson - Ch. 6	1, 2	***Discussion Issue 1 closes June 11***	
5 – 6/12 – 6/18	• Lipman-Blumen – Ch. 7 • Johnson – Ch. 7	1, 2, 4		1, 2, 4
Class Meeting 6/15 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208				
6 – 6/19 – 6/25	• Lipman-Blumen – Ch. 8 • Johnson - Ch. 8	1, 2, 4	***Ethical Case Decision Analysis due June 19 (Submitted to course site)*** ***Discussion Issue 2 opens June 19***	1, 2, 4
7 – 6/26 – 7/2	• Lipman-Blumen – Ch. 9 • Johnson – Ch. 9	1, 2, 4	***Discussion Issue 2 closes July 2***	1, 2, 4
8 – 7/3 – 7/9	• Lipman-Blumen – Ch. 10 • Johnson – Ch. 10	1, 2		
Class Meeting 7/6 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208				

Week/Dates	**Readings/Resources***	**CLO Addressed**	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLO Demonstrated**
9 – 7/10 – 7/16	• Lipman-Blumen – Ch. 11 • Johnson – Ch. 11	1, 2		
10 – 7/17 – 7/23	• Lipman-Blumen – Ch. 12 • Johnson – Ch. 12	1, 2, 3, 4		
11 – 7/24 – 7/30	• Lipman-Blumen – Ch. 13 • Johnson – Ch. 13	1, 2 3, 4	***Ethical Decision Making Framework/Model due July 24 (Submitted to course site)*** ***Ethical Decision Making Framework/Model Presentation due July 27 (during class)*** ***Discussion Issue 3 opens July 24***	1, 2, 3, 4
Class Meeting 7/27 Saturday, 1:00 – 5:00 pm ET, Hunter Hall 208				
12+ - 7/31 – 8/6	• Selected Articles	1, 2, 3	***Discussion Issue 3 closes August 6***	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 ethical aspects of human decision making
2. Assess and apply various ethical constructs as they relate to decision making concepts, practices and models
3. Develop a framework / model 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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Fall 2019
Course Title:	LEAD 7820 Data-Informed Aspects of Decision Making (Hybrid) – C13
CRN:	43044
Credits:	3 graduate credit hours
Location:	Hunter Hall 303 & Virtual Classroom
Dates/Time:	Saturdays: August 24, September 21, October 19, November 23 1:00 pm – 5:00 pm ET
Faculty:	Dr. David Rausch, (David-Rausch@utc.edu) Hunter 204 – 423-425-5270 – Office Hours by Appt. Dr. Ted Miller, (Ted-Miller@utc.edu) Hunter 201C – 423-425-4540 – 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-/Co-requisites: 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):

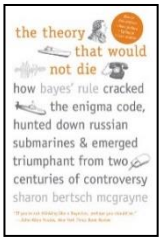
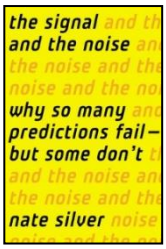
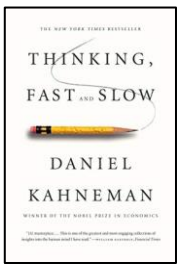
Data-Informed Aspects of Decision making is related to each of the core competencies in the Learning and Leadership Doctoral Program. In this course, the deliverables include papers and documents that may reflect on any or all of the competency areas. Papers produced for this course include reflection 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 ***Measurement*** competency which states:

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

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

Required Readings *

Reading Image	Reading Details
	McGrayne, S.B. (2012). *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.* New Haven, CT: Yale University Press. ISBN: 9780300188226
	Silver, N. (2015). *The signal and the noise: Why so many predictions fail – but some don't.* New York NY: Penguin Press. ISBN: 9780143125082
	**Kahneman, D. (2011). *Thinking fast and slow*. Farrar, Straus, and Giroux. ISBN: 9780374275631

* 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	25%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	20%
Data-Informed Decision Analysis Brief (1.0)	Written Document (500 words minimum)	100 Points	20%
Data-Informed Decision Analysis Paper (2.0)	Written Document (2000 words minimum)	100 Points	25%
Data-Informed Decision Analysis Presentation (*4th F2F session)	Data-Informed Decision Analysis PowerPoint Presentation (8-10 minutes)	100 Points	10%
TOTALS		**1000 Points**	**100%**

*Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents **unsatisfactory** work.

***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 forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the Issue is open (not including your initial response to the instructor question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Data-Informed Decision Analysis Brief (1.0)*:** 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 Papers. The Data-Informed Decision Analysis Brief (1.0) deliverable is used to identify and develop your conceptual overview for a Data-Informed Decision Analysis (2.0). 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.

The assessment on the *Data-Informed Decision Analysis Brief (1.0)* will reflect the following scale:

- 92-100% earned for an outstanding overview that shows deep insight and which identifies and discusses all of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style. Your white paper establishes support for claims, assertions, and conclusions with decision making strategy and models while clearly sharing sound reasoning that supports those claims and conclusions.
- 84-91% earned for a good overview that shows solid insight and which identifies and discusses most of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style, although there may be minor problems in clarity or conciseness. Your white paper demonstrates support for most claims, assertions, and conclusions with decision making strategy and models while the reasoning supporting

the claims and conclusions is generally clear, but not always.
- 75-83% earned for an average overview that identifies the most important issues; missing some issues and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims, assertions, and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.
- Less than 75% earned for a merely adequate overview that had significant problems, such as claims, assertions, and conclusions are generally not supported with facts, and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in additional point deductions.

Data-Informed Decision Analysis Paper (2.0): The purpose of the Data-Informed Decision Analysis Paper (2.0) 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.

The assessment on the *Data-Informed Decision Analysis Paper (2.0)* will be based on the following scale:

- 92-100% earned for an outstanding analysis that shows deep insight and that identifies and discusses all of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style. Your analysis supports all claims, assertions, and conclusions with decision-making strategy and models while clearly sharing sound reasoning that supports those claims and conclusions.
- 84-91% earned for a good analysis that shows solid insight and that identifies and discusses most of the important issues in appropriate detail. It is clearly and concisely written and in accordance with APA style, although there may be minor problems in clarity or conciseness. Your analysis supports most claims, assertions, and conclusions with decision- making strategy and models while the reasoning supporting the claims and conclusions is generally clear, but not always.
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Data-Informed Decision Analysis Presentation: The presentation deliverable should be in PowerPoint format; you will have 8-10 minutes to present, with an additional 5 minutes for questions. The assessment of the *Presentation* will be based on the following scale:

- 92-100% earned for an outstanding presentation that demonstrates skillful use of

technology, shows deep insight, identifies and discusses all of the important issues in appropriate detail, and is clearly and concisely presented.

- 84-91% earned for a good presentation that demonstrates proper use of technology, shows solid insight, identifies and discusses most of the important issues in appropriate detail, and is clearly and concisely presented, although there may be minor problems in clarity or conciseness.
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UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student (participant) services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. Typically, course related questions that are not personal in nature should be submitted to the *Ask the*

Instructors forum 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 Instructors* forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1 – 8/19 – 8/25	• McGrayne – Chs. 1-5		1, 4
Class Meeting 08/24 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall 303			
2 – 8/26 – 9/01	• McGrayne - Chs. 6-10 • *NOVA video: Prediction by the numbers*		1
3 - 9/02 – 9/08	• McGrayne - Chs. 11-15 • Bayesian statistics explained in simple English for Beginners • Zyphur & Oswald – *Bayesian estimation and inference: A user's guide*	***Discussion Issue 1 opens 09/04***	1, 3, 4
4 – 9/09-9/15	• McGrayne - Chs. 16-17 & Epilogue & Appendices	***Discussion Issue 1 continues***	1, 3, 4
5 – 9/16 – 9/22	• Silver – Chs. 1-2 • Helbert – *Modeling enrollment at a regional university* • Markov - *Chain description and illustrations*	***Discussion Issue 1 closes 09/17***	1, 3, 4
Class Meeting 09/21 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall 303			
6 – 9/23 – 9/29	• Silver – Ch. 3		1

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
7 – 9/30 – 10/06	• Silver – Chs. 4-5 • Steyvers et al. – *Bayesian decision making*		1
8 – 10/07 – 10/13	• Silver – Ch. 6 • Achtziger et al. – *The neural basis for belief updating and rational decision-making* • Daunizeau et al. – *Observing the observer (I): Meta-Bayesian models of learning and decision-making*	***Discussion Issue 2 opens 10/09*** ***Data-Informed Decision Analysis Brief (1.0) due 10/09 (Submitted to course site)***	1, 2, 3, 4
9 – 10/14 – 10/20	• Silver – Chs. 7-8 • Kotze – *Using the Markov chair Monte Carlo method to make inferences on items of data contaminated by missing values*	***Discussion Issue 2 continues***	1, 3, 4
Class Meeting 10/19 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall 303			
10 – 10/21 – 10/27	• Silver – Ch. 9	***Discussion Issue 2 closes 10/22***	1, 3, 4
11 – 10/28 – 11/03	• Silver – Chs. 10-11 • Merigo – *Fuzzy decision-making with immediate probabilities*		1, 3

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
12 – 11/04 – 11/10	• Silver – Ch. 12 • Coory et al. – *Bayesian versus frequentist statistical inference for investigating a one-off cancer cluster reported to a health department* • Wakefield et al. – *A Bayesian model for cluster detection*		1, 3
13 - 11/11 – 11/17	• Silver – Ch. 13 • Gigerenzer and Gaissmaier – *Heuristic decision-making*	***Discussion Issue 3 opens 11/13*** ***Data-Informed Decision Analysis Paper (2.0) due 11/17 (Submitted to course site)***	1, 2, 3, 4
14 – 11/18 – 11/24	• Huang et al. - *How prior probability influences decision-making* • Lewis – *CART analysis*	***Discussion Issue 3 continues*** ***Data-Informed Decision Analysis Presentation (in class 11/23)***	1, 2, 3, 4
Class Meeting 11/23 Saturday, 1:00 pm – 5:00 pm ET, Hunter Hall 303			
15+ – 11/25 - 12/10	• *Practical explanation of naïve Bayes* • *Public attitudes toward computer algorithms*	***Discussion Issue 3 closes 11/26***	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. 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 2019
Course Title:	LEAD 7830 Higher Education Administration and Leadership (Hybrid)
CRN:	43045
Credits:	3 graduate credits
Location/Dates/Time:	Hunter Hall 303 & Virtual Classroom Saturdays: August 24, October 19, November 23 8:00 am – 12:00 pm ET
Faculty:	Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – Office Hours by Appt. Dr. Charley Deal, (scx872@mocs.utc.edu) UTM Admin. Bldg, Room 111 – 731-881-7611 – 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 Learning and Leadership Doctoral Program. 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 cognitive decision making to the experiences woven with the theoretical knowledge base, and demonstration of command of scholarly communication practices and conventions.

Required Readings *

Reading Image	Reading Details
	Powers, K, & Schloss, P.J. (2017). *Organization and administration in higher education* (2nd ed.). Routledge. ISBN: 9781138641204

* 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%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	25%
2 Conceptual Application Analyses	Written Papers (1800 words minimum)	(100 Points each x 2) 200 Points Total	50%
	TOTALS	**800 Points**	**100%**

**Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	74% and lower	**"F"** represents **unsatisfactory** work.

***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 forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the forum is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Conceptual Application Analyses*:** 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.

Your assessment on the Conceptual Application Analyses will reflect the following scale:

- 92-100% earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important concepts in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the case; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% earned for a good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83% earned for an average analysis that identifies the most aspects of the concept(s); missing some aspects and/or lacking some insight; acceptable writing style and in accordance

with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent earned for a merely adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face class sessions. Face-to-face course meetings and discussion forums 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 discussion forums. If a participant feels that s/he has an impossible conflict, s/he should consult the instructor(s) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

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 and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

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program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 12:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
1 – 8/19 -8/25	• Powers & Schloss – Ch. 1 • Marken – *A crisis in confidence in higher ed*		1, 2
Class Meeting – 08/24 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 303			
2 – 8/26-9/01	• Powers & Schloss – Ch. 2 • Witt-Kieffer – *Leadership traits and success in higher education*	***Discussion Issue 1 opens 8/28***	1, 2, 3
3 – 9/02-9/08	• Powers & Schloss – Ch. 3 • Bolden, Petrov, & Gosling – *Distributed leadership in higher education* • Bejou & Bejou – *Shared governance: The key to higher education equilibrium*	***Discussion Issue 1 continues***	1, 2, 3
4 – 9/09-9/15	• Powers & Schloss – Ch. 4 • Kim & Ard – *2019 CFO outlook: Performance management trends and priorities in higher education*	***Discussion Issue 1 closes 9/10***	1, 2, 3
5 – 9/16 - 9/22	• Powers & Schloss – Ch. 5 • Harden – *The end of the university as we know it* • Brean – *National Post article on obsolete academic departments*		1, 3
6 – 9/23 - 9/29	• Powers & Schloss – Ch. 6 • Chronicle of Higher Education – *The new generation of students – How colleges can recruit, teach, and serve Gen Z*	***Conceptual Application Analysis 1 due 9/29 (Submitted to course site)***	1, 2, 3
7 – 9/30 - 10/06	• Powers & Schloss – Ch. 7 • Hillman – *Market-based higher education*	***Discussion Issue 2 opens 10/2***	1, 2, 3

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 12:01 am and end @11:59 pm Eastern on day listed)	**CLOs**
8 – 10/07 - 10/13	• Powers & Schloss – Ch. 8	***Discussion Issue 2 continues***	1, 2, 3
9 – 10/14 - 10/20	• Selected Articles	***Discussion Issue 2 closes 10/15***	1, 2, 3
Class Meeting 10/19 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 303			
10 – 10/21 - 10/27	• Powers & Schloss – Ch. 9		1
11 – 10/28 - 11/03	• Powers & Schloss – Ch. 10		1
12 – 11/04 - 11/10	• Powers & Schloss – Ch. 11	***Discussion Issue 3 opens 11/6*** ***Conceptual Application Analysis 2 due 11/10 (Submitted to course site)***	1, 2, 3
13 – 11/11 - 11/17	• Powers & Schloss – Ch. 12	***Discussion Issue 3 continues***	1, 2, 3
14 – 11/18 - 11/24	• Powers & Schloss – Ch. 13	***Discussion Issue 3 closes 11/19***	1, 2, 3
Class Meeting 11/23 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 303			
15+ - 11/25 - 12/10	• Selected Articles		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. 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:
    a. Different internal actors involved in administration and governance
    b. Various external influences and factors that may impact higher education

   c. 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, achieves their individual missions, and how they are unique and similar

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Fall 2017
Course Title:	LEAD 7991 – Interviewing & Research (Hybrid)
CRN:	49485
Credits:	3 graduate credit hours
Location:	Hunter 309 & Virtual Classroom
Dates/Time:	Saturdays: Aug 26, Sep 23, and Nov 18, 2017 8:00 am – 12:00 noon ET
Faculty:	Dr. Elizabeth O'Brien, PhD,, LPC (Elizabeth-O'Brien@utc.edu) Hunter 102 – 423-425-4544 – Office Hours by Appt.

Course Catalog Description:

This course provides instruction in conducting interviews for research and practice. Specific content will include history and current trends in interviewing, ethical issues, methods and logistics of interviewing, analysis of data, and reflective practice. Students are expected to engage in practice interviews and demonstrate the accurate use of approaches within the formal class structure. Prerequisites: LEAD 7350 Research Methodologies. Standard letter grade. 3.0 credit hours

Course Student Learning Outcomes:

- Select appropriate interview skills and focus questions to ethically conduct group interviews for research and practice.
- Develop a reflective practice to manage the self and research participants' experiences of interview research, particularly as it relates to interpersonal dynamics, biases and cultural influences.
- Analyze results of mock interviews and groups to gain greater insight into how these situations will translate independent practice.
- Synthesize the results of a focus group project that will demonstrate the acquisition of aforementioned skills and the ability to discern which are most appropriate for a given population and project.

Relationship to Program Competencies:

This course relates to the Communication and Research components of the Learning and Leadership Doctoral Program. Participants will be expected to demonstrate a working knowledge of communicating with individuals and groups in order to conduct effective research in the field. Skill acquisition will include active listening skills (including non-

verbal communication), appropriate questioning and reflecting, crafting questions for information gathering. Additionally, participants will be required to complete multiple interviews for the expressed purpose of building communication skills and engaging in action research to create a focus group study, critically evaluate the efficacy of the results and report results to the group.

The specific competency area addressed in this course is the Communication competency which states:

An inquiring scholar of ***communication*** with working knowledge of theory and practice in

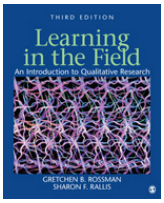
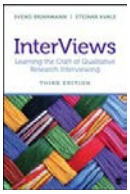
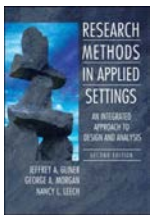
- human and organizational communication
- active listening, effective negotiation, and presentation skills appropriate and skillful use of verbal and written communication

The secondary competency area addressed in this course is the Research competency which states:

An inquiring scholar of ***research*** and an active researcher with

- skills in reading and evaluating research
- skills in conducting research
- skills in reporting research

Required Readings *

	Rossman, G. B.; Rallis, S. F. (2012). *Learning in the field: An introduction to qualitative research* (3rd ed). Washington DC: SAGE. ISBN: 978-1-4129-8048-7
	Brinkmann, S. & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed). Washington DC: SAGE ISBN: 978-1-4522-7572-7
	Gliner, J. A., Morgan, G. A. & Leech, N. L. (2009). *Research methods in applied settings: An integrated approach to design and analysis* (2nd ed.). New York: Routledge. ISBN: 978-0805864342

*** Additional articles and directed readings in the texts will be made available during the course on the UTC Learn course site.**

Technology Requirements:

Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, Induction and course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

Course Assignments/Deliverables:

Activity	Deliverable	Points
3 Face-to-Face Class Contributions	Meaningful Contributions in Class	(33.3 Points each x 3) 100 Points Total
Class Discussion Forums	Meaningful Contributions to the Discussion Forums	(30 Points each x 3) 90 Points Total
1 Interview and Analysis	Interview with Transcription and Paper	80 Points
2 Field Work Deliverables	Written Field Notes and Report	50 Points
1 Focus Group Research and Presentation	Written Report and Presentation	180 Points
TOTALS		**500 Points**

Final Grade	Points	Percentages	Definitions
A	460+ points	92% +	**"A"** represents an evaluation of work that **exceeds** competency standards, depicts mastery, and demonstrates an exceptional understanding of the subject matter.
B	420-459 points	84% +	**"B"** represents an evaluation of work that **meets** competency standards for thoroughness and depicts a thorough understanding of the subject matter.
C	375-419 points	75% +	**"C"** represents an evaluation of work that is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Less than 375 points	Lower than 75%	**"F"** represents **unsatisfactory** work.

Discussion Forums: After reading the instructor's post and analyzing it relative to the course materials and your experiential learning, please reply to the post within 48 hours of the initial question with your own thoughts and data-informed opinion. Your initial response should be 200 words (minimum). Your responses will contain relevant citations related to course materials and other sources. Your responses should also include personal experience and informed opinion.

After your primary response to the instructor's post, please read the other responses. Look for common themes, 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Forum will include a minimum of two meaningful contributions on at least 3 different days per week while the forum is open (not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

Interview and Analysis

Participants will complete one ten minute recorded interview with verbatim transcripts (see transcript format at the end of syllabus). This assignment will help participants practice interview skills learned in the course and reflect on skills used in the process of the interview. The subject of the interview should reflect a specific research interest of the participant and should be preapproved by the instructor. An analysis of performance is also required which explores the interviewer's experience of conducting the interview, an analysis of information gathered and suggestions for augmentations to practice and/or questions that could improve future interviews.

Field Work

Assignment: Individual Interview
Participant will complete one fifteen-minute interview with an individual of their choice that will be a pre-interview for the final focus group project. This assignment is designed to help participants "road-test" focus group questions. Through this assignment participants will determine the logistical issues related to conducting the focus group, reflect on how skills may need to be augmented for best practices on final assignment and engage in personal reflection regarding the ethical implications of the final project.

Assignment: Paired Observation
In groups of two Participants will complete one fifteen-minute field observation. This observation is designed to help hone the ability to engage in non-verbal communication observation, reflect on personal experiences while engaging in fieldwork and begin to examine how grounded theory can enhance observational exercises. The participants are encouraged to pick a place that has moderate social interaction (such as a park or mall food court on a weekday) so that they are not overwhelmed by writing parallel notes. After field observation, participant pair should complete their personal notes and engage in a discussion of their observations and emergent theories. Participants should give each other their observation notes so that they can compare and contrast their individual experience with that of their partner for the written report. (See online example)

Focus Group Research and Presentation

Participants will complete one sixty-minute focus group on the subject of their choice. It is recommended that the subject relate to either the proposed dissertation project or a service project that will contribute to other relevant research. Participants will create a research design through course discussion and refine ideas through Field Work Assignment Two. Participants are expected to transcribe the sixty minute interview, conduct member checks to ensure accuracy of information, utilize grounded theory to analyze emergent themes, complete analytic memos of personal reflection on research and write a 10 page paper on results.

Additionally, participants will create a poster presentation (PowerPoint) that will be presented on the final day of class. The process of this presentation will be such that course peers will have the opportunity to review and evaluate the efficacy of the study presented. Participants will be asked to complete a 20 minute presentation on their poster and the entire class will have the opportunity to review posters after presentations have been completed for evaluations to be completed. Therefore, this assignment requires that the participants are able to conduct their own research, but also evaluate the efficacy of others' research in the field.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). Deliverables including documents and draft documents should be submitted in Microsoft Word format unless otherwise specified by the instructor(s). All written papers should incorporate the use of EndNote bibliographic software.

Attendance & Contribution Requirements/Late Assignment/Make-up Policy: Participants are expected to attend all face-to-face class sessions. Face-to-face course meetings and discussion forums 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. If a participant feels that s/he has an impossible conflict, s/he should consult the instructors ahead of time. Late submission may also result in point deductions. 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 discussion forums.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, http://www.utc.edu/disability-resource-center/ .

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or http://www.utc.edu/counseling-personal-development-center/.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

I**ncomplete Policy**: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Honor Code and will be reported as such. Disciplinary consequences will be imposed. Refer to the Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. 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. Instructors will respond to posts in the Ask the Instructor forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/.

Appendix A:

Transcript Format:

In your transcription include a short description of the interviewee and the nature of the issue to be discussed. Note that each researcher and interviewee response is numbered so that the instructor can refer to them. Ensure that you use Times New Roman, 12 pitch in your transcript. The margins for this table can be set at .5 inches so as to maximum the space available for text.

Researcher and Interviewee Responses	The Skill You Used	Comments	Instructors Comments
R1: "What would you like to talk about today?"	Open Question	Looking at this now, it seems a little trite. I think I will try something else next time.	
I1: "Well, I have been having a problem with a noisy neighbor."			
R2: "Really? Tell me more."	Minimal encourager and door opener	Seems appropriate at this stage.	
I2: "Well, She comes over every day. I can't get anything done. I need to work on the computer. I need to do some work around the house. But she won't let me."		I notice that the interviewee is blaming the neighbor. She's not owning the problem. Maybe next time I will get her to focus more on that.	
R3: "She doesn't have anything else to do?"	Closed Question	Whoops, I missed the boat. I think it might have been better to reflect the interviewee's frustration.	

Note: R = researcher, I = interviewee, sequentially numbered

Guide for Writing the Self-Assessment Portion of Your Session*: The following questions may help you analyze the work that is included in your transcript:

1. **What were you thinking or feeling when the interviewee said that?**
2. **Were you able to respond to the interviewee's content and/or feelings?**
3. **What alternative response could you have given your interviewee's?**
4. **What were the nonverbal behaviors of your interviewee?**
5. **How did you demonstrate that you were open to your interviewee?**
6. **What, if any, verbals or nonverbals demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your interviewee said or did?**

Syllabus Agenda:

Week	Dates	Assignments / Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)
1	8/21-8/27	Rossman & Rallis, Chapter 1, 2, & 3, ***Discussion Board One Opens 8/23/17***
Class	**8/26**	**Saturday, Hunter 309 – 8:00 am – 12:00 pm**
2	8/28-9/03	Posted Readings from Young's Learning the Art of Helping Brinkmann & Kvale, Chapters 1, 2, & 4
3	9/04-9/10	Rossman & Rallis, Chapter 4 & 5, Brinkman & Kvale, Chapter 3 &5 ***Discussion Board One Closes on 9/5/17*** ***Interview and Analysis Due 9/10/17***
4	9/11-9/17	Rossman & Rallis Chapter 6; Brinkman & Kvale, Chapter 6 & 7
5	9/18-9/24	Rossman & Rallis, Chapter 7; Brinkmann & Kvale, Chapter 8 ***Field Work: Individual Interview due 9/21/17*** ***Discussion Forum Two Opens 9/20/17***
Class	**9/23**	**Saturday, Hunter 309 – 8:00 am – 12:00 pm**
6	9/25-10/01	Rossman & Rallis, Chapter 8; Brinkmann & Kvale, Chapter 9
7	10/02-10/08	Rossman & Rallis Chapter 9 & 10; Brinkmann & Kvale Chapter 10 ***Discussion Forum Two Closes on 10/3/17***
8	10/09-10/15	Rossman & Rallis Chapter 11; Brinkmann & Kvale, Chapter 11
9	10/16-10/22	Rossman & Rallis Chapter 12; Brinkmann & Kvale, Chapter 12 ***Field Work: Paired Observation due 10/22/17***
10	10/23-10/29	Brinkmann & Kvale, Chapter 12
11	10/30-11/05	Brinkmann & Kvale, Chapter 13
12	11/06-11/12	Brinkmann & Kvale, Chapter 14 ***Focus Group Research: Written Report Due 11/12/15***
13	11/13-11/19	Brinkmann & Kvale, Chapter 15 & 16, Selected Readings ***Focus Group Presentation Due 11/18/17*** ***Discussion Forum Three opens 11/19/17***
Class	**11/18**	**Saturday, Hunter 309 - 8:00 am – 12:00 pm**
14	11/20-11/26	Brinkmann & Kvale, Chapter 17*;* Selected Readings ***Discussion Forum Three continues (No posts are expected on 11/23-24/17 due to Thanksgiving Holiday)***
15+	11/27-12/5	Selected Articles ***Discussion Forum Three Closes on 12/04/2017***

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Summer 2019
Course Title:	LEAD 7991 Higher Education: Planning and Resources (Internet)
CRN:	80804
Credits:	3 graduate credits
Location/Dates/Time:	Virtual Classroom
Faculty:	Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – Office Hours by Appt. Dr. David Rausch, (David-Rausch@utc.edu) Hunter Hall 204 – 423-425-5270 – 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.

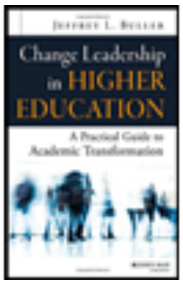
Course Learning Outcomes (CLOs):

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 Learning and Leadership Doctoral Program. 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 demonstration of command of scholarly communication practices and conventions.

Required Readings*

Reading Image	Reading Details
	Bolman, L.G. & Gallos, J.V. (2011). *Reframing academic leadership*. Wiley. ISBN 9780787988067
	Buller, J.L. (2014). *Change leadership in higher education: A practical guide to academic transformation*. Wiley. ISBN 9781118762035

* 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)	100 Points	25%
Higher Education Strategy & Assessment Plan Presentation	Video Presentation (Canvas Arc tool)	100 Points	15%
Peer Partnership	Peer Partnership engagement (Discussion Forum & Document Review)	100 points	10%
	TOTALS	**600 Points**	**100%**

** Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents **unsatisfactory** work.

Discussion Issues: After reading the instructor's post/issue/questions in the discussion forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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 forums. This is not a race. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issues will include a minimum of two meaningful contributions each day on at least 3 different days per week while the Issue is open (not including your initial response to the instructor question). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Conceptual Application Analysis*:** 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.

Your assessment on the Conceptual Application Analysis will reflect the following scale:

- 92-100% earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important concepts in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the case; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% earned for a good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or

conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83% earned for an average analysis that identifies the most aspects of the concept(s); missing some aspects and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent earned for a merely adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

Higher Education Strategy & Assessment Plan: 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.

Your assessment on the Strategy and Assessment Plan will reflect the following scale:

- 92-100% earned for an outstanding plan that shows deep insight and which identifies and discusses all of the important components in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the related literature and your own professional experience; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% earned for a good plan that shows some insight and which identifies and discusses most of the important aspects of the components adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83% earned for an average plan that identifies the most aspects of the components; missing some aspects and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent earned for a merely adequate plan that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

***Higher Education Strategy & Assessment Plan Video Presentation*:** You will prepare a 10-15 minute video presentation of your Strategy and Assessment Plan using the Canvas Arc tool.

Your assessment on the Strategy and Assessment Plan Presentation will reflect the following

scale:

- 92-100% earned for an outstanding presentation that shows deep insight, identifies and discusses all of the important issues in appropriate detail, and is clearly and concisely presented, demonstrating skillful use of technology.

- 84-91% earned for a good presentation that shows good insight, identifies and discusses most of the important issues in appropriate detail, and is clearly and concisely presented, although there may be minor problems in clarity or conciseness, demonstrating proper use of technology.

- 75-83% earned for an average presentation that identifies the most important issues; however may be missing some issues and/or lacking some insight; and may not be delivered in a clear and concise manner that may have some difficulty with the technology.

- Less than 75% earned for a merely adequate presentation that does not identify the important issues, and is not presented with clarity and conciseness with significant problems using the technology.

Peer Partnership: The Peer Partnership consists of two components; a peer discussion forum 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.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Instructor Grading and Feedback Response Time: Deliverable grades and feedback will be posted within 14 days of the deliverable due date.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). Deliverables including documents and draft documents should be submitted in Microsoft Word format unless otherwise specified by the instructor(s). All written papers should incorporate the use of EndNote bibliographic software.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face class sessions. Face-to-face course meetings and discussion forums 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 discussion forums. If a participant feels

that s/he has an impossible conflict, s/he should consult the instructor(s) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions.

Academic Integrity & Professional Fitness: Refer to the Graduate Catalog & Learning and Leadership Doctoral Program Guide.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center, Disability Resource Center.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etcetera are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438 or Counseling Personal Development Center.

Incomplete Policy: Refer to the Graduate Catalog and the Learning and Leadership Program Guide for details (link: Learning and Leadership Incomplete Policy).

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Learning and Leadership Program Guide for details.

Official Communication: To enhance student (participant) services, the university will use your official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. Typically, course related questions that are not personal in nature should be submitted to the Ask the Instructor(s) forum 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) forum within 48 hours on weekdays and within 72 hours on weekends.

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

Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

Syllabus Agenda:

Week/Dates	Readings/Resources*	CLO Addressed	Deliverables (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm Eastern on day listed)	CLO Demonstrated
1 – 5/15-5/21	• Bolman & Gallos – Chs. 1-3	1, 2, 3		
2 – 5/22 - 5/28	• Buller – Ch. 1	1, 2, 3	***Discussion Issue 1 opens May 22***	1, 2, 3
3 – 5/29 - 6/4	• Bolman & Gallos – Ch. 4 • Buller – Ch. 2-3	1, 2, 3	***Discussion Issue 1 closes June 4***	1, 2, 3
4 - 6/5 - 6/11	• Bolman & Gallos – Chs. 5-6 • Buller – Ch. 4	1, 2, 3		
5 – 6/12 - 6/18	• Bolman & Gallos – Ch. 7 • Buller – Ch. 5	1, 2, 3	***Conceptual Application Analysis due June 16 (Submitted to course site)***	1, 2, 3,
6 – 6/19 - 6/25	• Bolman & Gallos – Chs. 8-10 • Buller – Ch. 6	1, 2, 3	***Discussion Issue 2 opens June 19***	1, 2, 3
7 – 6/26 - 7/2	• Bolman & Gallos – Ch. 11 • Buller – Chs. 7-8	1, 2, 3	***Discussion Issue 2 closes July 2***	1, 2, 3
8 – 7/3 - 7/9	• Buller – Ch. 9	1, 2, 4, 5	***Higher Education Strategy & Assessment Plan draft to Peer Partnership by July 7***	1, 2, 4, 5
9 – 7/10 - 7/16	• Bolman & Gallos – Ch. 12	1, 2, 4, 5	***Peer Partnership continues***	
10 – 7/17 - 7/23	• Buller – Ch. 10	1, 2, 4, 5	***Higher Education Strategy & Assessment Plan Video Presentation due July 21 (Arc recording submitted to course site)***	1, 2, 4, 5
11 – 7/24 – 7/30	• Bolman & Gallos – Ch. 13	1, 2, 4, 5	***Higher Education Strategy & Assessment Plan due July 28 (Submitted to course site)***	1, 2, 4, 5
12 + – 7/31 - 8/6		1, 2, 4, 5	***Peer Partnership ends***	

***** 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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Spring 2020
Course Title:	LEAD 7991R Research Seminar: Publishing and Presenting (Internet)
CRN:	22884
Credits:	3 graduate credits
Location:	Hunter Hall/University Center & Virtual Classroom
Dates/Time:	Saturday: February 1 (8:00 am – 12:00 pm ET) in Hunter Hall 208/Zoom & Wednesday: April 15 (11:00 am – 3:00 pm ET) in Hunter Hall 208/University Center
Faculty:	Dr. John W. Harbison, (John-Harbison@utc.edu) Hunter 201B– 423-425-5443 - Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – Office Hours by Appt.

Course Catalog Description:

The purpose of this course is to develop broader skills of research writing through peer reviewed publication study and application. In this course, students develop research articles based on their doctoral 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 area addressed in this course is the *Research* competency which states:

As inquiring scholars of *Research*, participants will:

- Synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses, including justifying new research questions with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research
- Demonstrate the ability to engage with peers and interact with faculty regarding research and the

role of researcher within their respective professional practice

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

Reading Image	Reading 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 & Participation in Research Dialogues	(100 Points each x 2) 200 Points Total	20%
Register for Research Dialogues	Demonstrate registration/proposal to present at Research Dialogues	100 Points	5%
2 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 2) 200 Points Total	10%
Peer Partnership	Review and feedback with peer partner	100 Points	20%
Proposed Research Journal and Rationale	Written Paper	100 Points	10%
Research Article Outline	Written Paper	100 Points	5%
Research Article (Draft 1.0)	Written Paper	100 Points	10%
Research Article (2.0) and Journal Submission	Written Paper & submission documentation	100 Points	20%
	TOTALS	**1000 Points**	**100%**

**Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**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.

***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.

Participation in Research Dialogues: Register to participate in the Research Dialogues event on Wednesday, April 15 on the UTC campus (University Center). The registration and submission deadline is February 16 (due date). UTC graduate students may participate in poster, podium, or 3 minute thesis sessions. The deliverable for this activity is a Word document (including your title and brief description - limit of 250 characters including spaces), as well as written confirmation of receipt of your submission. Specific registration information can be found at the following link: https://www.utc.edu/research-dialogues/ways-to-participate/events-graduate.php

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 within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the discussion is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

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: 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.

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Standard 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, 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.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face 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) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions. Participants should notify instructor(s) of late submissions as soon as possible.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006.

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.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the Bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Doctoral Program Guide and Graduate Catalog for details.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Doctoral Program Guide for details.

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 Solutions Center at 423-425-4000. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructors* 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 Instructors* discussion within 48 hours on weekdays and within 72 hours on weekends.

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

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1 – 1/6-1/12	• APA guide to preparing manuscripts for journal publication		1
2 – 1/13-1/19	• MacLeod et al. - *Time is not enough: Promoting strategic engagement…*		1
3 - 1/20-1/26	• Denney & Tewksbury – *How to write a literature review*	***Discussion Issue 1 opens January 22***	1
4 – 1/27-2/2	• Lundstrom & Baker – *To give is better than to receive: The benefits of peer review…*	***Discussion Issue 1 continues***	1, 2
Class Meeting 2/1 Saturday, 8:00 am – 12:00 pm ET, Hunter Hall 208/Zoom			
5 – 2/3-2/9	• Green et al. –*Writing narrative literature reviews for peer-reviewed journals: Secrets of the trade*	***Discussion Issue 1 closes February 4*** ***Proposed Research Journal and Rationale due February 5***	1, 2
6 – 2/10-2/16	• Thomas & Skinner – *Dissertation to journal article: A systematic approach*	***Peer Partnership opens February 10*** ***Registration and Submission for Research Dialogues due February 16***	1, 2, 3
7 – 2/17-2/23	• Marshall & Brennan – *From…dissertations to quantitative research … journals: A practical guide*	***Discussion Issue 2 opens February 19***	1, 2

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
8 – 2/24-3/1	• Bowen – *From qualitative dissertation to quality articles: Seven lessons learned*	***Discussion Issue 2 continues***	1, 2
9 – 3/2-3/8	• Select and read an article from *Sample Articles*	***Discussion Issue 2 closes March 3*** ***Research Article Outline due March 8***	1, 2
10 – 3/9-3/15	No new readings assigned or deliverables due this week - UTC Spring Break		
11 – 3/16-3/22	• Select and read a dissertation from the *Sample Dissertations* by the same author as week 9		1
12 – 3/23-3/29	• O'Boyle et al. – *The chrysalis effect: How ugly initial results…*	***Initial (rough) draft of journal article due to Peer Partnership by March 29***	1, 2, 3
13 – 3/30-4/5	• Review agendas and specific presentations to be held at Research Dialogues		1
14 – 4/6-4/12	• Bagchi et al. – *A field guide for the review process: Writing and responding to peer reviews*	***Research Article 1.0 draft due April 8***	1, 2, 3
15 – 4/13-4/19	• McGrail et al. – *Publish or perish: A systematic review of interventions to increase academic publication rates*	***Presentation of research poster at Research Dialogues (on 4/15)***	1, 2, 3
Research Dialogues 4/15 Wednesday, 11:00 am – 3:00 pm ET, Hunter Hall 208/University Center			
16 – 4/20-4/28		***Documentation of submission to Journal and Research Article 2.0 due April 26***	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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Fall 2019
Course Title:	LEAD 7991R Qualitative Data: Interpretation and Analysis (Hybrid)
CRN:	43091
Credits:	3 graduate credit hours
Location:	Hunter 214 & Virtual Classroom
Dates/Time:	Thursdays: August 22, December 5 5:00 – 7:30 pm ET
Faculty:	Dr. Christopher F. Silver, (Christopher-Silver@utc.edu) Hunter 213 – 423-425-2185 – Office Hours by Appt. Dr. David W. Rausch, (David-Rausch@utc.edu), Hunter 204 – 423-425-5270 – Office Hours by Appt.

Course Catalog Description:

Participants in this course will be introduced to the various methodologies for structuring, collecting, and analyzing qualitative data utilizing qualitative techniques and software for demonstrable outcomes. Further, participants 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, participants will capitalize on their professional practice through the utility of complex data and designs while reporting outcomes and findings.

Course Learning Outcomes (CLOs):

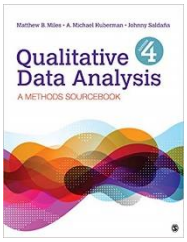
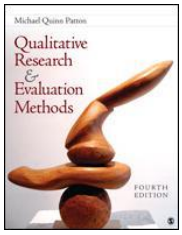
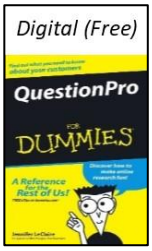
1. Identify and describe various styles of interpretation of qualitative data.
2. Utilize Qualitative Software for coding and analysis of the various styles of interpretation of qualitative data.
3. Apply one or more analytic approaches to qualitative data, including appropriate reporting of data utilizing APA Style.
4. Design and deploy complex research designs with various methodological approaches, including mixed-method approaches.
5. Identify and develop a coding system for qualitative data analysis utilizing Qualitative Software.

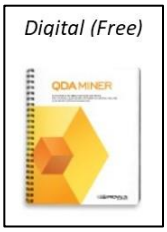
Relationship to Program Competencies:

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

- Synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses, including justifying new research questions with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research
- Demonstrate the ability to engage with peers and interact with faculty regarding research and the role of researcher within their respective professional practice

Required Readings *

Reading Image	Reading Details
	Miles, M. B., Huberman, A. M. & Saldana, J. (2019*). Qualitative data analysis: A methods sourcebook* (4th ed). Thousand Oaks, CA: Sage. ISBN: 9781506353074
	**Patton, M. (2015). *Qualitative research & evaluation Methods: Integrating theory and practice* (4th ed). Thousand Oaks, CA: Sage. ISBN: 9781412972123
	**Patten, ML., & Newhart, M. (2013). *Understanding research methods: An overview of the essentials* (9th ed.). New York, NY: Routledge Taylor & Francis. ISBN 9781936523177
	LeClaire, J. (2008). *QuestionPro for dummies*. Hoboken, NJ: Wiley. Please note this book is digitally provided by QuestionPro and will available in UTC Learn for *free download*.

Reading Image	Reading Details
	Provalis Software. (2019). *QDA Miner 5.0 users guide*. Montreal, QC: Provalis Research. Please note this book is digitally provided by Provalis Research and will be available in UTC Learn for *free download*.

* 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**
2 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 2) 200 Points Total	20%
2 Discussion Issues	Meaningful Contributions to the Discussions both Online and Informal Face to Face	(100 Points each x 2) 200 Points Total	15%
Ethnographic Field Observation and Notes (1.0)	Written Paper (1000-1500 words)	100 Points	25%
Ethnographic Field Observation and Analysis (including coding scheme) (2.0)	Research Report (minimum 500 words)	100 Points	15%
Ethnographic Observation Study Peer Analysis (3.0)	Peer Analysis Report (500-750 words)	100 Points	10%
Coding Scheme Approach and QDA Miner Features Reflective Analysis	Reflective Analysis (minimum 1000 words)	100 Points	15%
TOTALS		**800 Points**	**100%**

**Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and the subject matter.
F	Lower than 75%	**"F"** represents **unsatisfactory** work.

***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 forum, please post your initial response as a reply to the instructor's post within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the forum is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

Ethnographic Field Observation and Notes (1.0): You will conduct an ethnographic field observation of a group or population for which you have little to no experience. To maximize the exercise, consider observing individuals or group who differs from you ideologically, politically, religiously, or culturally. This is to get the full experience of connecting and exploring others who socially operate through different types of rituals, symbols, customs, and interpersonal language.

- You are expected to visit the site of your observation at least once for one hour, preferably during some type of social event.
- Other means of data collection such as video or audio recording will be accepted but only with the permission of the group you attend.
- The goal is to observe, ask questions, and take field notes during and following the experience, paying particular attention to two or more of the following criteria including participant behavior, symbolism, dress, social interactions, interpersonal language, and/or interviews depending on your research question of choice.
- Utilizing your field notes and/or recordings, formally document your observations, notes, and reflection of your experience into a Microsoft Word Document separated by subtitles of data observed, the findings within that topic area, and any initial conclusions drawn from the data.

This text will be analyzed and coded, utilizing QDA Miner in *Ethnographic Field Observation and Analysis 2.0* below. For resources related to formalized ethnographic memoing go to the following website:

https://www.psychsoma.co.za/qualitative_inquiry_growt/2010/03/memos-and-memoing.html

Ethnographic Field Observation and Analysis (2.0): You will import their textual data distilled from your ethnographic observation into QDA Miner. Taking this document or documents, you will create a ground-up (finding those themes which emerge from a careful reading of the document) coding scheme. Those field notes will next be analyzed using Qualitative software assigning codes to relevant text or images. Ultimately, the textual data and any subsequent images (generated from Part 1.0 above) will be analyzed with the codes. Once the coding is complete with the themes observed and coded, you will begin to craft a research report of the findings. The report is expected to include the following:

- The context and/or location of the Ethnographic Observation and why it was selected as a site of interest.
- The various data points selected for observation (dress, symbols, language used, culture, narrative, or social hierarchy, etc.)
- How the data was collected (memos, audio/visual if the group permits, interviews, researcher participation, documents, etc.)
- The results will be reported in the qualitative research paper.

This report will include an introduction paragraph, the themes present, and your interpretation of those themes. You will conclude the paper with a conclusion paragraph wrapping up the findings and offering an overall interpretation of your coding and ethnographic context. The appendix can include passages from the memos or text of particular interest, images, documents, or other sources of information which would provide the reader of the paper with greater contextual insight to the study. You are expected to identify at least three references in your paper.

Ethnographic Observation Study Peer Analysis (3.0):
Following the Ethnographic Observation study and before grading by the course instructors, you will exchange research papers and data analysis for review and assessment by a peer. For

this deliverable, a classmate will analyze the findings of the Ethnographic Observation Study and will offer analysis and critique of your work. The critique will then be returned to the original researcher for review as well as submitted to UTC Learn for grading. The purpose of the exercise is to get feedback regarding the research design, analysis, and reporting of findings both from a peer as well as the course instructors.

Coding Scheme Approach and QDA Miner Features Reflective Analysis:
This paper will explore the various coding schemes and analysis viewed as useful for your professional practice. You will reflect on the topics and processes discussed in the course, identifying at least two coding and analysis approaches that could be applied to your professional practice. Additionally, you will include ways these approaches could utilize QDA Miner to further support your research and the software features which might assist you in the future. This is both a reflective and a creative exercise as you may also report on other features observed in QDA Miner, which may be helpful for your research.

Technology Requirements: Technology requirements include a PC or Mac computer, Microsoft Office (2010 version or newer), Adobe Reader, a high speed internet connection, and a webcam. While a tablet computer, such as an iPad, may be appropriate for personal use, course activities are best accomplished with a laptop or netbook computer. Participants must have administrative rights to their computer in order to install necessary software.

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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.

Standard Written Deliverable Formatting: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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.

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synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions.

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Official Communication: To enhance student (participant) services, the university will use your

official UTC email address (UTCID@mocs.utc.edu or First-Last@utc.edu for university employees) for all communications. Please check your UTC email on a regular basis. Typically, course related questions that are not personal in nature should be submitted to the *Ask the Instructors* forum 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 Instructors* forum within 48 hours on weekdays and within 72 hours on weekends.

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Learning & Leadership Doctoral Guide: All policies, procedures, and forms related to the doctoral program are posted to the Learning & Leadership Doctoral Program Guide at http://www.utc.edu/doctorate-learning-leadership/doctoralguide/

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Week/Dates	**Readings/Resources***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1 – 8/19 – 8/25	• Miles et al. - Ch. 2 • Patton - Chs. 5, 6, 7 (review) • QDA Miner User Guide - pp. 1-12 • Video Tutorial (QDA) ○ Overview of QDA Miner		1, 2
Class Meeting 8/22 Thursday, 5:00 – 7:30 pm ET, Hunter Hall Room 214			

2 – 8/26 – 9/01	• Miles et al. - Ch. 4
	• QDA Miner User Guide - pp. 52-59
	• Video Tutorials (QDA)
	  ○ Creating a Project from a List of Documents
	  ○ Importing Structured Documents using the Document Conversion Wizard
			1, 2

3 - 9/02 – 9/08	• QDA Miner User Guide - pp. 94-100, 110-140
	• Video Tutorials (QDA)
	  ○ Creating, Editing, Deleting, Moving Codes and Categories
	  ○ Manually Assigning Codes to Text Segments
	  ○ Coding Images
	  ○ Manual and Automatic Coding Consolidation
	  ○ Highlighting Text and Image
	  ○ Adding and Deleting Cases
	  ○ Labeling, Sorting, and Grouping Cases
		Discussion Issue 1 opens 9/4	2, 3

Week/Dates	**Readings/Resources***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**

4 – 9/09 - 9/15	• Miles et al. - Ch. 5
	• Patton - Ch. 8
	• QDA Miner User Guide - pp. 141- 148, 154-157
	• Video Tutorials (QDA)
	  ○ Report Manager
	  ○ Retrieving Coded Segments
	  ○ Keyword Retrieval
		Discussion Issue 1 continues	1, 2, 3

5 – 9/16 – 9/22	• Miles et al. - Chs. 6, 7	***Discussion Issue 1 closes 9/17***	3, 4, 5

6 – 9/23 – 9/29	• QDA Miner User Guide - pp. 26-28 starting on the topic *Question Pro* at the bottom of p. 26
	• Question Pro Tutorial
	  ○ Text Questions – Comment Box
	• Video Tutorials (QDA)
	  ○ Creating a Project from a Survey Platform
	  ○ Creating Open Ended Questions QuestionPro
	  ○ How to Create an Online Survey
		Ethnographic Field Observation and Notes (1.0) due 9/29	2, 3, 4, 5

7 – 9/30 – 10/06	• Miles et al. - Ch. 8 • LeClaire - Chs. 2-5 • Question Pro Tutorial ○ Sending Survey via Email Invitation		2, 3, 4
8 – 10/07 – 10/13	• Miles et al. - Ch. 9 • LeClaire - Chs. 8-9		4

Week/Dates	**Readings/Resources***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
9 – 10/14 – 10/20	• Miles et al. - Ch. 11	***Ethnographic Field Observation and Analysis (including coding scheme) (2.0) due 10/16***	2, 3, 4, 5
10 – 10/21 – 10/27	• No Readings for this week		3, 4, 5
11 – 10/28 – 11/03	• Miles et al. - Ch. 12 • Johnson, Dunlap, & Benoit - *Structured qualitative research: organizing "Mountains of Words" for data analysis for qualitative and quantitative.*	***Ethnographic Observation Study Peer Analysis (3.0) due 11/3***	3, 4, 5
12 – 11/04 – 11/10	• Review the Qualitative Standards Website	***Discussion Issue 2 begins (Face-to-Face)***	1, 3, 4, 5
13 - 11/11 – 11/17	• No Readings for this week	***Discussion Issue 2 continues***	4, 5
14 – 11/18 – 11/24	• Dovetail - *Overview of new and cutting-edge qualitative research methods and techniques* • Russell - *Contextualising ethical principles in research practice in different disciplines*	***Discussion Issue 2 closes***	1, 3, 4
15+ – 11/25-12/10	• No Readings for this week	***Coding Scheme Approach and QDA Miner Features Reflective Analysis due 12/4***	1, 2, 3, 4, 5
Class Meeting 12/5 Thursday, 5:00 – 7:30 pm ET, Hunter Hall Room 214			

***** 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 interpretation of qualitative data.
2. Utilize Qualitative Software for coding and analysis of the various styles of interpretation of qualitative data.

3. Apply one or more analytic approaches to qualitative data, including appropriate reporting of data utilizing APA Style.
4. Design and deploy complex research designs with various methodological approaches, including mixed method approaches.
5. Identify and develop a coding system for qualitative data analysis utilizing Qualitative Software.

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Spring 2020
Course Title:	LEAD 7991R Higher Education: Strategy and Decision-Making (Hybrid)
CRN:	22885
Credits:	3 graduate credits
Location:	Hunter Hall & Virtual Classroom
Dates/Time:	Saturdays: February 1, March 7, April 18 1:00 – 5:00 pm ET
Faculty:	Dr. Elizabeth Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – 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.

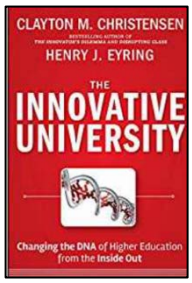
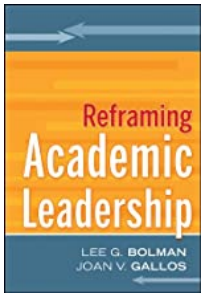
Course Learning Outcomes:

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 Learning and Leadership Doctoral Program. 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). *The innovative university: Changing the DNA of higher education from the inside out.* Jossey Bass. ISBN: 9781118063484
	Bolman, L.G. & Gallos, J.V. (2011). *Reframing academic leadership.* Wiley. ISBN 9780787988067

* 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**
3 Face-to-Face Class Contributions	Meaningful Contributions in Class	(100 Points each x 3) 300 Points Total	30%
3 Discussion Issues	Meaningful Contributions to the Discussions	(100 Points each x 3) 300 Points Total	30%
2 Conceptual Application Analyses (I & II)	Written Papers (1800 words minimum)	(100 Points each x 2) 200 Points Total	40%
	TOTALS	**800 Points**	**100%**

**Weighting of grades in the new 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 is **satisfactory** relative to standards of competency but lacks some areas of thorough understanding of the deliverables and 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.

***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 within 48 hours of the Discussion Issue opening. 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 opinion. 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. This is a discussion of issues with doctoral scholar-practitioners. Remember, meaningful contributions and informed opinion are the focus. Active engagement in the Discussion Issue will include a minimum of 2 meaningful contributions on at least 3 different days per week while the discussion is open (for a total of 12 posts minimum, not including your initial response to the instructor question(s)). Part of your grade will be based on the interaction that you have with other participant's contributions as well as your own response to the question. Remember this is a "Discussion Question."

***Conceptual Application Analyses (I & II)*:** 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.

Your assessment on the Conceptual Application Analyses will reflect the following scale:

- 92-100% earned for an outstanding analysis that shows deep insight and which identifies and discusses all of the important concepts in appropriate detail; clearly and concisely written and in accordance with APA style; thoroughly supports all claims and conclusions with facts from the case; and clearly states sound reasoning that supports the claims and conclusions.

- 84-91% earned for a good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; relatively well written and in accordance with APA style, although there may be minor problems in clarity or conciseness; many of the claims and conclusions are supported with facts, but not all; and the reasoning supporting the claims and conclusions is generally clear, but not always.

- 75-83% earned for an average analysis that identifies the most aspects of the concept(s); missing some aspects and/or lacking some insight; acceptable writing style and in accordance with APA style; few, if any, claims and conclusions are supported with facts; and often the reasoning supporting the claims and conclusions is unclear or missing.

- Less than 75 percent earned for a merely adequate analysis that had significant problems, such as claims and conclusions are generally not supported with facts; and the reasoning supporting most claims and conclusions is unclear or missing. Late submission will also result in point deductions.

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Standard Written Deliverables: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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/time.

Attendance & Contribution Requirements/Late Deliverable/Make-up Policy: Participants are expected to attend all face-to-face 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) ahead of time. 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. If s/he is unable to attend the face-to-face class session or connect via video conference (Zoom) synchronously, s/he may contact the instructor(s) to request an alternative deliverable. Late submission may also result in point deductions. Participants should notify instructor(s) of late

submissions as soon as possible.

Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Accommodation Statement: If you are a student (participant) with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006.

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.

UTC Bookstore: The UTC Bookstore will price match Amazon and BN.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 webpage, visit the Bookstore, email sm430@bncollege.com or call 423-425-2184.

Incomplete Policy: Refer to the Doctoral Program Guide and Graduate Catalog for details.

Student (Participant) Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Doctoral Program Guide for details.

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 Solutions Center 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.

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

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1 – 1/6-1/12	• Christensen & Eyring – Ch. 1 • Bolman & Gallos – Chs. 1-2		1, 3
2 – 1/13-1/19	• Christensen & Eyring – Chs. 2-3 • Bolman & Gallos – Ch. 3	***Discussion Issue 1 opens 1/15***	1, 2, 3
3 - 1/20-1/26	• Christensen & Eyring – Chs. 4-5	***Discussion Issue 1 continues***	1, 2, 3
4 – 1/27-2/2	• Christensen & Eyring – Chs. 6-7 • Bolman & Gallos – Ch. 4 • Johnston & Jones – *Instrumental case study analysis of anticipatory leadership practices* • Elrehail et al. – *The impact of transformational and authentic leadership on innovation in higher education*	***Discussion Issue 1 closes 1/28***	1, 2, 3, 4
Class Meeting 2/1 Saturday, 1:00 – 5:00 pm ET, **Hunter Hall 208**			
5 – 2/3-2/9	• Christensen & Eyring – Chs. 8-10 • Bolman & Gallos – Ch. 5		1, 3
6 – 2/10-2/16	• Christensen & Eyring – Chs. 11-12 • Bolman & Gallos – Ch. 6 • Etzkowitz – *The entrepreneurial university: Vision and metrics*		1, 3
7 – 2/17-2/23	• Christensen & Eyring – Chs. 13-14 • Bolman & Gallos – Ch. 7 • Gawel – *Business collaboration with universities*	***Discussion Issue 2 opens 2/19*** ***Conceptual Application Analysis I due 2/23***	1, 2, 3, 4

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
8 – 2/24-3/1	• Christensen & Eyring – Chs. 15-16 • Bolman & Gallos – Ch. 8 • Brown – *Leading colleges & universities in a new policy era*	***Discussion Issue 2 continues***	1, 2, 3
9 – 3/2-3/8	• Christensen & Eyring – Chs. 17 • Bolman & Gallos – Ch. 9 • Colson et al. – *Simple, transparent, and less burdensome: Assessment*	***Discussion Issue 2 closes 3/3***	1, 2, 3
Class Meeting 3/7 Saturday, 1:00 – 5:00 pm ET, **Hunter Hall 214/Zoom**			
10 – 3/9-3/15	No new readings assigned or deliverables due this week - UTC Spring Break		
11 – 3/16-3/22	• Christensen & Eyring – Chs. 18-19 • Bolman & Gallos – Ch. 10		1, 3
12 – 3/23-3/29	• Christensen & Eyring – Chs. 20-22 • Bolman & Gallos – Ch. 11 • Pucciarelli & Kaplan – *Competition and strategy in higher education*		1, 3
13 – 3/30-4/5	• Christensen & Eyring – Ch. 23 • Bolman & Gallos – Ch. 12		1, 3
14 – 4/6-4/12	• Christensen & Eyring – Ch. 24 • Bolman & Gallos – Ch. 13 • Open University – *Innovating pedagogy 2019*	***Discussion Issue 3 opens 4/8***	1, 2 ,3
15 – 4/13-4/19	• Christensen & Eyring – Ch. 1 • Bolman & Gallos – Epilogue	***Discussion Issue 3 continues***	1, 2, 3, 4

Week/Dates	**Readings/Resources ***	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
		Conceptual Application Analysis II due 4/15	
Class Meeting 4/18 Saturday, 1:00 – 5:00 pm ET, **Hunter Hall 214/Zoom**)			
16 – 4/20-4/28	• Selected Articles	***Discussion Issue 3 closes 4/21***	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 the future of higher education in specific environments

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

DOCTORATE in LEARNING and LEADERSHIP
Learn. Collaborate. Lead.

Term:	Spring 2020
Course Title:	LEAD 7995R Comprehensive Assessment Continuance (Internet)
CRN:	21555
Credits:	2-3 graduate credits
Location:	Virtual Classroom
Faculty:	Dr. David W. Rausch, (David-Rausch@utc.edu) Hunter 204 – 423-425-5270 - Office Hours by Appt. Dr. Elizabeth K. Crawford, (Beth-Crawford@utc.edu) Hunter 201D – 423-425-5286 – Office Hours by Appt.

Course Catalog Description:

Continued preparation in anticipation of the comprehensive assessment.

Course Pre-/Co-Requisites: LEAD 7450

Course Learning Outcomes (CLOs):

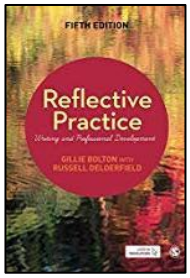
1. Investigate and articulate the relationships between learning and leadership, exploring the leadership process, theoretical constructs and concepts, and their relationship to organizational and professional practice
2. Explore all of the program's competency areas and establish the process to demonstrate critical reflection and critical thinking in terms of complex issues and academic rigor expectations
3. Examine and document the program competency areas with specific attention to application within professional practice
4. Examine and apply the relationships between and among all of the program competency areas and their relationship to professional practice

Relationship to Program Competencies (Comprehensive Assessment):

All competencies are related to each of the core courses in the Learning and Leadership Doctoral Program. All program competency areas are addressed in this course:

- Competency Areas

Required Readings *

Reading Image	Reading Details
	**Bolton, G. (2018). *Reflective practice: Writing and professional development* (5th ed.). Thousand Oaks, CA: 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 or 5th edition is acceptable.

Course Deliverables/Assessment/Evaluation/Grading:

Activity	Deliverable	Met (S) / Not Met (NC)
Bi-weekly Updates	Meaningful Contributions in Bi-weekly Updates	
Peer Partnership	Review and feedback with peer partner	
Critical Reflections	Written Papers Draft revisions (1500 words minimum)	
Critical Reflection Artifacts	3-5 clearly articulated artifacts per competency area	
Critical Synthesis Paper Draft	Written Paper Draft revisions (4000 words minimum)	
Digital Portfolio Updates	Meaningful updates to the Digital Portfolio	

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	Less 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.

Bi-weekly updates: The participant 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 the participant's efforts and progress.

Peer Partnership: The Peer Partnership consists of two components; a peer discussion forum 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.

Critical Reflections: 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. For additional information on Critical Reflections please see the Doctoral Program Guide (link: Critical Reflection Rubric - scroll to page 2). Additionally, you will upload your Critical Reflection papers to the Digital Portfolio.

Critical Reflection Artifacts: In this course, you will need to ensure that you have provided 3-5 artifacts for each of the Competency Areas. Each Critical Reflection page of the Digital Portfolio should include artifacts and materials that demonstrate how the participant has developed and demonstrated the specific competency. Items included in the Digital Portfolio should be carefully selected and should tie directly to the competency domains.

Critical Synthesis Paper (CSP) Draft: The Critical Synthesis Paper (CSP) is the culminating manuscript that is an element of the Comprehensive Assessment in the Learning and Leadership program (link: Critical Synthesis Paper). 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 with 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 Learning and Leadership program. The CSP should not have separate sections labelled with the specific competency domains. ***Synthesis is the key.***

Digital Portfolio Updates: In this course, you will revise and submit your portfolio of documentation that corresponds directly with elements of the Comprehensive Assessment. The Digital Portfolio (link:

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 that you have provided the Critical Reflection and at least 3 artifacts for each of the program Competency Areas, in addition to updating the Home Page, Vision Statement, Competency Plan, and Critical Synthesis Paper.

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 Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Standard Written Deliverables: All course deliverables should be prepared using APA style (6th edition). These formatting requirements are coupled with style guidelines according to the UTC Graduate School (link: Thesis and Dissertation Standards). 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/time.

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Academic Integrity & Professional Fitness: Refer to the Doctoral Program Guide and Graduate Catalog for details.

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

Confidentiality Statement: The requirements of this course may include discussion of situations from various organizations. The participant is to remove all names from any documents submitted, including the name of the organization. If the document could still be used to identify the specific organization or individual(s) involved, the participant should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires 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 Graduate Catalog and Doctoral Program Guide for details.

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 Solutions Center 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.

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

Learning and Leadership Doctoral Program Guide: The Doctoral 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	**Deliverables** (UTC Learn activity / submissions start @ 00:01 am and end @11:59 pm ET)	**CLOs**
1-2 – 1/6-1/19	***Bi-Weekly Update*** ***Digital Portfolio element submissions***	1, 2, 3, 4
3-4 – 1/20-2/2	***Bi-Weekly Update*** ***Peer Review Process opens*** ***Digital Portfolio element submissions***	1, 2, 3, 4
5-6 – 2/3-2/16	***Bi-Weekly Update*** ***Peer Review Process continues*** ***Digital Portfolio element submissions***	1, 2, 3, 4
7-8 – 2/17-3/1	***Bi-Weekly Update*** ***Peer Review Process continues*** ***Digital Portfolio element submissions***	1, 2, 3, 4
9-10 – 3/2-3/15	***Bi-Weekly Update*** ***Peer Review Process continues*** ***Digital Portfolio element submissions*** ***UTC Spring Break March 9-15***	1, 2, 3, 4
11-12 – 3/16-3/29	***Bi-Weekly Update*** ***Peer Review Process continues*** ***Digital Portfolio element submissions***	1, 2, 3, 4
13-14 – 3/30-4/12	***Bi-Weekly Update*** ***Peer Review Process continues*** ***Digital Portfolio element submissions***	1, 2, 3, 4
15-16 – 4/13-4/28	***Bi-Weekly Update*** ***Peer Review Process closes*** ***Digital Portfolio element submissions***	1, 2, 3, 4

Course Learning Outcomes (CLOs):

1. 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
2. Explore all of 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 document the program competency areas with specific attention to application within professional practice.
4. Examine and apply the relationships between and among all of the program competency areas and their relationship to professional practice

APPENDIX C Course Learning Evaluation Summary

Appendix C Summary of Course Learning Evaluations

Learning and Leadership Course Evaluation Summary	**Strongly Agree**		**Agree**		**Somewhat Agree**		**Neither Agree nor Disagree**		**Somewhat Disagree**		**Disagree**		**Strongly Disagree**		
	N	**(%)**	N	**(%)**	N	**(%)**	N	**(%)**	N	**(%)**	N	**(%)**	N	**(%)**	Total N
I am aware of the learning outcomes of this course, as stated in the syllabus	131	89	17	11	0	0	0	0	0	0	0	0	0	0	148
The course content addresses the learning outcomes of this course.	115	78	33	22	0	0	0	0	0	0	0	0	0	0	148
The course structure assists me in achieving the learning outcomes of this course.	107	72	33	22	6	4	0	0	2	1	0	0	0	0	148
I am achieving the learning outcomes of this course.	97	66	44	30	2	1	1	1	4	3	0	0	0	0	148
I keep up with all course readings and assigned work.	59	42	44	31	28	20	0	0	7	5	3	2	0	0	141
The course encourages my use of critical thinking skills.	120	85	20	14	1	1	0	0	0	0	0	0	0	0	141
The way this course is delivered encourages me to be actively engaged.	95	67	30	21	14	10	1	1	1	1	0	0	0	0	141
The instructor is willing to assist me with achieving	117	83	20	14	2	1	1	1	1	1	0	0	0	0	141

the course learning outcomes.															
The instructor provides constructive feedback on my coursework.	94	67	33	23	9	6	0	0	1	1	1	1	3	2	141
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	102	74	26	19	5	4	2	1	2	1	0	0	0	0	137

APPENDIX D Faculty CVs

Dr. Steven R. Banks
Associate Professor
Learning and Leadership
School of Professional Studies
University of Tennessee-Chattanooga

EDUCATION

Doctorate - Educational Psychology
Minor - Experimental Psychology
University of Tennessee, Knoxville
1980

Masters - Counseling
University of Tennessee, Knoxville
1975

Bachelors - History
Minors - Psychology, English
University of Tennessee, Knoxville
1974

EXPERIENCE

August 2014 to Present: Lecturer, retired Associate professor, Learning and Leadership Doctoral Program, School of Professional Studies, College of Health, Education and Professional Studies. University of Tennessee at Chattanooga. Received tenure in 2016.

August 1983 to July 2014: Associate professor, Distinguished Scholar, Educational Foundations and Technology, College of Education and Professional Development, Marshall University, Huntington, WV.

August 2008 to January 2012, August 2001 to August 2003; July 1988 to July 1993:

Program Director, Educational Foundations and Technology, Marshall University. Responsibilities included supervision of faculty, staff, schedules, and budget.

April 2006: Selected as a Marshall University Distinguished Scholar. Received the top research and scholarship faculty designation at Marshall University.

October 1992 to September 1998: Principal Investigator and Evaluation Director, West Virginia Head Start Transition Consortium, U.S. Department of Health and Human Services Grant. Marshall University, two local school systems, and the local Head Start Agency conducted a cooperative project to aid in the transition of at-risk children from Head Start to 3rd grade. We were one of 31 national sites to be funded in the Consortium. I supervised four senior level staff and eight junior level staff during the grant period.

June 1992 to May 1995: Producer and Instructor, West Virginia Satellite Network's first interactive distance learning project. Developed and completed four interactive distance learning classes in Statistical Methods.

June 1983 to August 1983: Fellowship, National Endowment for the Humanities, Indiana University, Bloomington, Ind. Fellowship program in semiotics and linguistics under Thomas Sebeok. Responsibilities included research project on psycholinguistics and attendance at seminars.

August 1982 to July 1983: Assistant Professor, Psychology Department, Iowa Wesleyan College, Mt. Pleasant, Iowa. Courses of instruction included general psychology, child psychopathology, developmental psychology, adult developmental psychology, and educational psychology.

October 1982 to May 1983: Psychological Examiner, Vocational Rehabilitation Unit, Mt. Pleasant Mental Health Institute, Mt. Pleasant, Iowa. Duties included administering intelligence tests, vocational aptitude tests and vocational interest tests.

August 1978 to July 1982: Assistant Professor, Psychology Department, Columbia State Community College, Columbia, TN. Duties included individual, academic and vocational counseling. Courses of instruction included general psychology, abnormal psychology, and developmental psychology.

PUBLICATIONS

Banks, S.R. (2012). Classroom Assessment: Issues and Practices (2cd. Ed.) Chicago: Waveland Press.

Guyer, K.E. , Guyer, B.P. & Banks, S.R. (2008). Attention-Deficit/Hyperactivity disorder and learning disabilities in gifted, well-educated adults. Learning Disabilities: a Multidisciplinary Journal, 15, 1, 25-32.

Banks, S.R. (2005). Classroom Assessment: Issues and Practices. (1st ed.) Boston, MA: Allyn & Bacon/Pearson Education.

Anderson, L.P., Banks, S.R., & Leary, P.A. (2002). The effect of interactive television courses on student satisfaction. *Journal of Education for Business*, 77(3), 164-168.

Graham, M.J. & Banks, S.R. (2000). "Young Children's Initial Exploration of Computers." Collected Papers of the Lillian Katz Symposium. ERIC Document – ED470908.

Sortet, J.P. & Banks, S.R. (1997). Health beliefs of rural Appalachian women and the practice of breast self-examination. *Cancer Nursing*, 20(3), 1-5.

Sortet, J. & Banks, S.R. (1996). Hardiness, job stress and health in nurses. *Hospital Topics*, 74(2), 28-33.

Banks, S.R., & Thompson, C.L. (1995). Educational Psychology: For Teachers in Training. Amesbury, MA: West Publishing Company.

Banks, S.R., Guyer, B.P., & Guyer, K.E. (1995). A study of medical students and physicians referred for learning disabilities. *Annals of Dyslexia*, 45, 233-245.

Guyer, B.P., Banks, S.R., & Guyer, K.E. (1995). Spelling improvement for college students who are dyslexic. In C.W. McIntyre & J.S. Pickering (Eds.), *Multisensory structured language education* (pp. 253-258). Salem, Oregon: International Multisensory Structured Language Education Council.

Cook, B.B., Banks, S.R. & Turner, R. (1994). The effect of work environment on job burnout in newspaper reporters and copy editors. *Newspaper Research Journal*, 14(3), 137-143.

Guyer, B.P., Banks, S.R., & Guyer, K.E. (1993). Spelling improvement for college students who are dyslexic. *Annals of Dyslexia*, 43, 186-193.

Cook, B.B. & Banks, S.R. (1993). Predictors of job burnout in reporters and copy editors. *Journalism Quarterly*, 70, 108-117.

Bickel, R., Banks, S.R. & Spatig, L. (1991). Bridging the gap between high school and college in

an Appalachian State: a near replication of the Florida research. *Journal of Research in Rural Education*, 7(2), 75-87.

Banks, S.R. & Necco, E.G. (1990) The alternative certification controversy. *Teacher Education and Practice*, 6(1), 23-28.

Banks, S.R. & Necco, E. G. (1990) The effects of special education category, school setting, and type of certification on job burnout in special education teachers. *Teacher Education and Special Education*, 13(4), 187-191.

Du Verglas, G., Banks, S.R. & Guyer, K. (1989). Clinical effects of fenfluramine on children with autism: a review of the research. *Annual Progress in Child Psychiatry and Child Development*; 1989, 471-482. (This is a reprinted article. See citation below.)

Du Verglas, G., Banks, S.R. & Guyer, K. (1988). Clinical effects of fenfluramine on children with autism. *Journal of Autism and Developmental Disorders*, 18(2), 297-308.

Banks, S.R. & Necco, E.G. (1987). Alternative certification, educational training, and job Longevity. *Action in Teacher Education*, 9(1), 67-74.

PRESENTATIONS

Banks, S.R., Miller, A., & Anderson, D. M. (2016). Work environment and job burnout in higher education information technology employees. Paper presented at the Eastern Educational Research Association Conference, Hilton Head, SC: February 27, 2016.

Banks, S.R. (2015). The Effect of STEM Academy Instruction on State Assessment Scores. Paper presented at the Eastern Educational Research Association Conference, Sarasota, FL: February 26, 2015.

Banks, S.R. & Anderson, D. M. (2015). Campus Housing, Gender, and Graduation Rates at Community Colleges. Paper presented at the Eastern Educational Research Association Conference, Sarasota, FL: February 27, 2015.

M.J. Graham & Banks, S.R. (2000). "Young Children's Initial Exploration of Computers."

Paper presented at the Lillian Katz Symposium, Early Childhood Education Conference, Champaign, IL: November 9, 2000.

Sortet, J. & Banks, S.R. (1996) "Effects of Health Beliefs of Rural Appalachian Women on the Practice of Breast Self Exam." Paper presented at the National Nursing Research Conference. Sponsored by Center for Nursing Research. White Sulphur Springs, WV: November 7, 1996.

McKee, J. & Banks, S.R. (1995). "Differences in educational and vocational aspirations from sophomore to senior years in high school." Paper presented at Joint National Conference on Transition from School to Work. Sponsored by the National Education Association and the National Association of Secondary School Principals. Orlando, FL: November 17, 1995.

Cook, B.B., Banks, S.R., & Thompson, B. (1995). "The relationship of copy desk leader behaviors to job stress, hardiness, and health factors in copy editors. Paper presented at the Association for Education in Journalism and Mass Communication, National Convention, Washington, DC: August 9, 1995.

McKee, J. & Banks, S.R. (1995). "Perceived importance of career and family skills on the work/family integration survey." Paper presented at the Eastern Educational Research Association, Division Conference, Hilton Head, SC, March 3, 1995.

Cook, B.B. & Banks, S.R. (1994). "Job stress in journalism: a meta-analysis." Paper presented at the Association for Education in Journalism and Mass Communication, National Convention, Atlanta, GA, August 13, 1994. **Awarded Top Faculty Paper.**

Banks, S.R. (1994). "State wide interactive distance learning." Paper presented at the 11th International Conference on Technology in Education, March 28, 1994. University of London, London, England.

McKee, J. & Banks, S.R. (1994). "Educating rural youth - what teacher education should know: a replication of the Maine study." Paper presented at the Association for Teacher Education, National Conference, Atlanta, GA, February 14, 1994.

Cook, B.B., Banks, S.R., & Turner, R. (1993). "Job stress, hardiness, and health factors in reporters and copy editors." Paper presented at the Association for Education in Journalism and Mass Communications, National Convention, Kansas City, Missouri.

Cook, B.B., Banks, S.R. & Turner, R. (1992). "Work environment and job burnout among print journalists." Paper presented at the Association for Education in Journalism and Mass Communications, National Convention, Montreal, Canada.

Cook, B.B. & Banks, S.R. (1991). "Predictors of job burnout among print journalists." Paper presented at the Association for Education in Journalism and Mass Communications, National

Convention, Boston, MA.

Bickel, R., Banks, S.R. & Spatig, L. (1990)."Bridging the gap between high school and college in Appalachia." Paper presented at the American Education Research Association, National Conference, Boston, MA.

Bickel, R. & Banks, S.R. (1989). "Increased college enrollments as an economic development tool in an Appalachian state." Paper presented at the Society for the Study of Social Problems, National Convention, San Francisco, CA.

Banks, S. R. & Necco, E. (1989). "The effects of special education category, school setting, and type of certificate on job burnout among special education teachers." Paper presented at the Council for Exceptional Children- Teacher Education Division, National Conference, Memphis, TN.

Bickel, R. & Banks, S.R. (1988). "State level educational planning." Paper presented at the for the Study of Social Problems, National Convention, Atlanta, GA.

Banks, S.R. & Necco, E. (1987). "Alternative Certification Among Special Education Teachers." Paper presented at the Council of Exceptional Children, National Convention, Chicago, IL.

REVIEW AND EVALUATION PROJECTS

November 2015: Book review for SAGE Publishing of "An Introduction to Educational Research: Connecting Methods to Practice" by Chad R. Lochmiller and Jessica N. Lester.

October 1, 2004 to 2006: 21st Century Community Learning Center Grant, U.S. Department of Education. Grant evaluator for local after-school and family literacy program.

January 10, 2004 to 2005: Striving for Technological Empowerment Grant, Appalachian Regional Commission. Grant evaluator for grant involving rural computer laboratories and computer literacy.

October 1, 2000 to April, 2004: National Telecommunications Infrastructure Administration Grant, U.S. Department of Commerce, Crossroads 2000 program. Grant evaluator for infrastructure program to create rural computer laboratories.

April 10, 1998 to September 30, 2003: Army Corps Leadership Program. Completed participatory training program on leadership as part of a multidisciplinary group of faculty. I also did individual career counseling, as well as the assessment and

statistical analysis for the program.

October 1, 1999 to September 30, 2003: Renaissance Treatment Program for drug and alcohol addiction, U.S. Center for Substance Abuse and Prevention. I was the research and statistical consultant on this grant.

October 2001 to September 30, 2003: Kids Win: School Violence Prevention Project, U.S. Department of Justice. I was the research and statistical consultant on this project.

April 1, 1992 to August, 31, 2001: Program Evaluator, Regional Education Services Administration, West Virginia Department of Education. Evaluator for six evaluation and survey projects. Most of these evaluations focused on reactions to changes in special education policies and practices after changes in federal laws and state regulations.

October 1, 1992 to September 1998: National Head Start Transition Consortium, Southwestern Community Action Council, and U.S. Department of Health and Human Services. (See previously listed section under Experience).

August 1, 1994 to March 1, 1997: Federal Evaluator, U.S. Department of Health and Human Services. Member of site evaluation teams that completed evaluations of Head Start programs in Oregon, Nevada, and South Dakota.

December 1990 to December 1999: Program evaluator and Statistician, Federal Grant for Drug Prevention for Pre-Teen Rural and Minority Youth, State of Ohio and Lawrence County Community Action Organization. Developed and administered four separate assessment projects for Family Guidance, Inc., a local community mental health organization. Conducted research and data analysis on a database of 1,500 subjects. Separate follow-up analysis on prevention programs each year from 1992-1999.

January 1990 to July 1991: Program evaluation consultant, Wayne County Board of Education. Conducted two program evaluations the special education department as part of their Federal Grant for Special Education Evaluation Review System. Conducted regression analysis predictions of enrollment trends from 1991 to 2000 for the 27 schools in Wayne County.

February 1986 to May 1988: Program Evaluation Consultant, Autism Training Center, Marshall University. Conducted research and evaluation projects. Co-authored two research projects, designed client data base and conducted program evaluation.

February 1985 to May 1985: Statistical Consultant, West Virginia State Department of Health, Charleston, WV. Provided research and statistical consultation for program evaluation of

client rights and procedures in state mental health institutions.

REFERENCES

Dr. Dennis Anderson
Professor, Leadership Studies
College of Education and Professional Development
Marshall University
South Charleston, WV
304-542-6116
andersond@marshall.edu

Dr. George Watson
President, Eastern Educational Research Association,
A Division of the American Educational Research Association
Professor, Marshall University
Huntington, WV 25701
304-696-2874
watson@marshall.edu
(My Previous Supervisor)

Dr. James Sottile
Associate Dean
College of Education
Missouri State University
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Curriculum Vita

Hinsdale Bernard, Ph.D.

Office Address:
401D Hunter Hall
315 McCallie Ave, Chattanooga, TN 37403
Phone: (423) 425-5460
Fax: (423) 425-5443
Hinsdale-Bernard@utc.edu

Home Address:
728 Frawley Rd, Apt 1012
East Ridge TN 37412
C: 423-774-4800
Hinsdale4m@comcast.net

EDUCATION:

Ph.D. Educational Administration, Cognate in Research and Statistics, Andrews University, Berrien Springs, Michigan, **1991**
Dissertation*: Development and Application of a Diligence-Ability Regression Model for Explaining and Predicting Competence among Juniors and Seniors in Selected Michigan High Schools*
M.A. Education, University of the Virgin Islands, **1984**
Dip.Ed. Science Education, University of the West Indies, Trinidad, **1979**
B.Sc. Chemistry with Industrial Chemistry, University of the West Indies, Trinidad, **1972**

Post-Doctoral work at the Comer School Development Program of the Yale Child Study Center, October 1991 – April 1998:

- 102 Professional Development Certificate, July **1997**
- Principals' Academy Certificate, July **1993**
- Leadership Development Program I & II, May **1992** and February **1993**.

WORK EXPERIENCE:

August 2005 – present
The University of Tennessee at Chattanooga (UTC)
Chattanooga, TN

Professor (2005 – present), College of Health, Education and Professional Studies (CHEPS): (School of Professional Studies & School of Education). Teach courses mainly in research at the masters and doctoral levels using traditional and hybrid virtual methods; chair doctoral dissertations in the Ed.D. in Learning and Leadership; serve on College and University committees.

August 1998 – July 2005
Andrews University (AU)
Berrien Springs, MI

Associate Professor and Coordinator, Educational Administration program in the Leadership and Educational Administration Department (LEAD). Taught courses in educational administration, leadership and research at the masters and doctoral levels; served on the faculty of the doctoral program in Leadership; coordinated the EDAL program; chaired and served as methodologist on numerous dissertation committees; served on several University and School of Education committees.

September 1991 – July 1998
Cleveland State University (CSU)
Cleveland, OH

Assistant Professor (September 1991- March 1997), Associate Professor (March 1997- June 1998) in the Counseling, Administration, Supervision and Adult Learning Department; taught courses in educational administration, developmental and learning psychology, and educational research; chaired and served as methodologist on several dissertation committees.
I coordinated the Cleveland local outreach of the **Comer School Development Program** (SDP), between CSU and Cleveland Public Schools from October 1991 to April 1994. The Comer SDP is a school reform intervention model

named after its founder, Dr. James P. Comer, Maurice Falk Professor of Child Psychiatry in the School of Medicine at Yale University. The SDP targets struggling inner-city schools, in particular, and serves as a potent vehicle for building effective school climate and social systems using six developmental pathways. This work involved coordinating the project among six CSU faculty, four Cleveland Public Schools principals and representatives from the Child Guidance Center and the Harvard Business School Club in Cleveland, in an entity called the **Cleveland Comer Training College**, that later became the **Comer Midwest Regional Professional Development Center**. Later in the partnership, the work extended to 15 other Venture Capital schools in Ohio, and I served as the Comer Project Research Consultant to those schools from September 1994 – April 1998.

September 1986 – August 1990
Andrews University
Berrien Springs, MI

Research Assistant, Center for Statistical Services (CSS) (August 1989 – August 1990): Consulted for statistical and testing projects.
Coordinator, Academic Support and Advising Services (August 1988 – August 1989): Coordinated the advising and tutorial services for undergraduates.
Graduate Research Assistant, School of Education and Office of Institutional Research: (September 1986 – August 1988): Consulted in research and statistical methodology for four masters projects/theses and nine doctoral dissertations; helped to prepare university institutional reports.

September 1965 – July 1968 and September 1972 - July 1984
K – 12 STEM Teaching and Departmental Leadership Experience

High School Science and Math Teacher: Bates Memorial High School, Trinidad (1965 – 1967); Osmond High School, Trinidad (1967 – 1968); St. James Government Secondary School, Trinidad (1972 – 1975); Northeastern College, Trinidad (1975-1979), also chaired the Science Department; St. Croix Seventh-day Adventist School (1980-1984). (**STEM** – Science, Technology, Engineering and Math).

PROFESSIONAL ACTIVITIES:

Teaching, Mentoring and Advising:

UTC: Introduction to Educational Inquiry (EDUC 500)
Methods of Educational Research (EDAS/EDUC/EPSY 501 that became 5010)
Collaboration and Consultation (EDUC 5080)
Teaching in Diverse Classrooms (EDUC 5140)
General Research Methodology (EDD730) that became Research Methodologies (LEAD7350)
Research Design and Analysis (EDD 7030) – developed new course
Pre-Dissertation Seminar (LEAD 7700) – developed new course
Dissertation (LEAD 7999)
Topics in Statistics (EDD 731)
Assessment of Professional Organizations (EDD761)

AU: Foundations of Educational Leadership (EDAL520)
Human Resources Administration (EDAL635)
Planning and Operating Educational Facilities (K-20) (EDAL660)
Seminar in Departmental Leadership & Professional Development (EDAL677)
Field Work in Educational Administration (EDAL680)
Advanced Educational Leadership (EDAL720)
Internship in Educational Administration (EDAL886)
Applied Administrative Research (EDAL887)
Intervention Research for Leadership and Administration (EDAL887) (Replaced the above course)
Issues in Education Research (LEAD637)
Issues in Leadership Theory (LEAD638)

CSU: Doctoral Seminar: Intervention Research (EDU 813)
Principles of School Administration (EDE 605)
Psychology of the Adolescent Learner (EDE 619)
Psychology of Learning and Instruction (EDE 620))
School Facilities Planning (EDE 644/744)
Educational Research (EDB 601)
Administration Practicum I (EDE 607)
Elementary/Secondary Administration Practica (EDE 611/612)

Doctoral Dissertations (UTC): I **chaired** 16 completed dissertations and was **methodologist** on 25 completed dissertations and a **member** on seven for a total of 48 committees; currently serving as **methodologist** on 5 committees.
EdS Capstone Projects-ED598 (UTC): I chaired five completed EdS projects in 2005 (inherited.)
Doctoral Dissertations (Andrews University): Since June 2000 I chaired 26 dissertations, served as methodologist for 24 dissertations, and was member of seven other dissertation committees for a total of 57 completed dissertations.
Doctoral Dissertations, Master's Theses/Projects (CSU): From 1995-1999 I chaired or co-chaired three completed dissertations; methodologist for six others for a total of nine dissertations; member on two masters projects and methodologist for one masters thesis (Case Western Reserve University).

Research, Scholarship and Creative Activities:

Refereed Journals:

Gonzalez, S., & **Bernard, H**. (2006, Spring). The relationship of academic workload typologies and other selected demographic variables to burnout levels among full-time faculty in Seventh-day Adventist colleges and universities in North America. *Journal of Research on Christian Education, **15***(1), 13-37.

Brightman, B. B., Hans, M. G., Wolf, G. R., & **Bernard, H.** (1999, October). Recognition of malocclusion: an education outcomes assessment. *American Journal of Orthodontal Dentofacial Orthopedics. 116*(4), 444-451

Jasinevicius, T. R., **Bernard, H**., & Schuttenberg, E. M. (1998). Application of the diligence inventory in dental education. *The Journal of Dental Education*, *62*, 294-301.

Bernard, H., Drake, D. D., Paces, J., & Raynor, H. (1996, Fall). Student-centered educational reform: The impact of parental and educator support of student diligence. *The School Community Journal*, *6*(2), 11-27

Drake, D. D., **Bernard, H**., Gray, M., & Meixner, S. (1996, Fall). Comprehensive planning for building a successful parent program. *The School Community Journal*, *6*(2), 49-62

Bernard, H. & Schuttenberg, E. M. (1995). Development of the Diligence Inventory - Higher Education Form. *The Journal of Research and Development in Education, 28*(2), 91-100.

Bernard, H. (1994, Fall). Comer Project for Change in Education: School-community-university partnership. *Cleveland State University Connection*, *19*, 2,6.

Drake, D. D. & **Bernard, H**. (1994). A village comes together: The Comer Model. *The School Community Journal*, *4*(2) 79-89.

Bernard, H., Thayer, J. D., & Streeter, E. A. (1993). Diligence and academic performance. *Journal of Research on Christian Education*, *2*, 213-234.

Refereed Reviews of Academic Publications:

Bernard, H. (1998). Review of the "Parent Behavior Checklist." In J. C. Impara & J. L. Conley (Eds.). *The 13th Mental Measurements Yearbook*, Lincoln, NE: Buros Institute of Mental Measurements.

Bernard, H. (1998). Review of the "Vocational Assessment and Curriculum Guide." In J. C. Impara & J. C. Conley (Eds.). *The 13th Mental Measurements Yearbook*, Lincoln, NE: Buros Institute of Mental Measurements.

Sutton R. E., & **Bernard**, H. (1995). Review of "Community College Student Experiences Questionnaire." In J. L. Conley & J. C. Impara (eds). *The 12th Mental Measurements Yearbook*, Lincoln, NE: Buros Institute of Mental Measurements.

Bernard, H. (1994). "Racism and anti-racism education." Audiovisual Review. *The Journal of Staff Development*, *16*(2), 70.

Books

Bernard, H. (2019). *A prospectus development guide for theses and dissertations: A variables analysis approach*. Pittsburg, PA: Dorrance Publishing Co. (Forthcoming)

Chapters Contributed to Book/Volume:

.

Bernard, H., Rak, C. F. & Antonini, J. J. (1995). Can diligence instruction improve student diligence? A pilot study at a typical high school. In E. W. Chance (Ed) *Creating the quality school*. Madison, WI: Magna Publications.

Professional Journals/Periodicals (not refereed):

Bernard, H. & Thayer, J. D. (1993). Helping students take control of their own achievements: A diligence-ability intervention model. *Journal of Adventist Education*, *56*, 31-33.

Bernard, H. (1993, Spring). Cleveland Comer Project for Change in Education. *Cleveland State University Connection*, *17*, 2-3.

Patents/Monographs/Manuals/Academic Essays/Treatises:

Bernard, H. (2015). *The effect of using a three-dimensional periodic table of the elements on science achievement among eighth grade students in southeastern Tennessee*: *A pilot study*. A Sabbatical project submitted to the Office of the Provost, The University of Tennessee at Chattanooga.

Bernard, H. (2015). *Diligence and expectancy theory: Fundamentals of situational learning for transformative education* (2nd ed.). Chattanooga, TN: Diligence Intervention and Research Institute.

Bernard, H. (2011). *The periodic table of the elements in a nutshell: A novel three dimensional model for children and beginners*. Chattanooga, TN: Diligence Intervention and Research Institute.

Bernard, H. (2010). *Diligence and expectancy theory: Fundamentals of situational learning for transformative education*. Chattanooga, TN: Diligence Intervention and Research Institute.

Bernard, H. (2010). *Diligence, expectancy and situational learning workbook*. Chattanooga, TN: Diligence Intervention and Research Institute.

Bernard, H. (2009). *Quality effort counts: The diligence factor for student responsibility and success*. Saarbrucken, Germany: VDM Verlag Dr. Muller.

Bernard, H. (2007). *Periodic table of the elements in three dimensional form*. United States Patent No. 7,297,000. Washington, D.C.: U.S. Patent and Trademark Office.

Bernard, H., Jackson, E., Boger, D. N., & Smith-Sherwood, H. (2003). Leadership and Educational Administration Internship Programs. School of Education, Andrews University.

Bernard, H. (1991). *Development and application of a diligence-ability regression model for explaining and predicting competence among juniors and seniors in selected Michigan high schools*. (Ph.D dissertation, Andrews University, Berrien Springs, MI), Ann Arbor: University Microfilms International.

Diligence, Expectancy and Student Support Inventories (DESSI): (2010) (**H. Bernard**)

. High School Form (DESSI-HS)
. Higher Education Form (DESSI-HE)
. Middle and Elementary School Form (DESSI-ME)

Diligence Inventories: (1991- 1996)

. High School Form
. Higher Education Form (with Ernest M. Schuttenberg)
. Parent/Guardian Form (with Daniel D. Drake)
. Elementary/Middle School Form (with Norris M. Haynes)
. Educator Form
. Occupational Form

The Diligence Inventories have been used in many studies nationally and internationally.

School/Home Partnership Inventories: (1995)

. Parent/Guardian Form (D. D. Drake, **H. Bernard** & S. Meixner)
. Educator Form (D. D. Drake, **H. Bernard** & S. Meixner)

Scholarly/Professional Papers Read:

International: (Refereed or Invited Presentations)

Bernard, H. (2013, April). *Basic principles of transformative education.* Presented at the John Amos Comenius Inaugural Research Day at Bethlehem Moravian College, Malvern, Jamaica, West Indies.

Bernard, H. (2010, April). *Diligence, expectancy and situational learning principles.* The Fifth Annual Conference of the School of Education and Human Sciences, University of the Southern Caribbean, Trinidad, West Indies.

Bernard, H. (2004, July). *Intervention research for leadership and administration*. Presented at the Andrews University Leadership Round Table Conference, Benton Harbor, MI.

Bernard, H. (2001, March). *Diligence, ability, expectancy theory and student development: Supporting climate systems for student improvement*. Presented at the Ibis High School Professional Development Workshop, Trinidad.

Bernard, H. (2001, February). *Diligence, ability, expectancy theory and student development: Supporting climate systems in the home, school, church and the community* . A paper presented at the Workers Meeting, Ontario Conference of Seventh-day Adventists, Ontario, Canada.

Bernard, H. (1995, May). *Bridging the gap between high school and higher education through a diligence-ability model*. A paper presented at the Association for Institutional Research 35th Annual Forum, Boston, MA.

Schuttenberg, E. M. & **Bernard, H**. (1994, July). *The diligent student: Input, throughput, output*. Paper presented at the Improving University Teaching Nineteenth International Conference, University of Maryland, College Park, MD

Bernard, H. (1991, August). *Discipline with diligence*. A Paper Presented at the Fifth Annual International Conference for the Rational Approach to School Wide Discipline, Wayne County Regional Educational Services Agency, Wayne, MI.

Bernard, H. (1990, October). *Guidelines for evaluating published research*. A Seminar presented at the Institute for Professional Development, Montemorelos University, Montemorelos, Nuevo Leon, Mexico.

National: (Refereed or Invited Presentations)

Bernard, H. (2017, November). *Can using a three-dimensional periodic table of the elements positively impact science achievement among eighth-grade students? The case of a pilot study.* Presented at the Southeast Regional Meeting of the American Chemical Society (SERMACS).

Bernard, H. (2015, June). *Diligence, expectancy and situational learning: Transforming students through meaningful transitions.* Presented at the Hamilton County Schools Innovation Zone Summer Institute at Southern Adventist University, Collegedale, TN.

Bernard, H. (2010, August). *Diligence, expectancy and situational learning: A formula for maximizing student potential.* A Graduate Faculty Colloquium presented at Southern Adventist University, Collegedale, TN.

Bernard, H. (2001, July). *School and classroom climate: An overview*. A paper presented at the New Principals Workshop, Andrews University, Berrien Springs. MI.

Caesar, L., & **Bernard, H.** (1998, November). *Servant Perceptions of Service to the Poor.* A paper presented at the Adventist Society for Religious Studies, Orlando, FL.

Bernard, H., Drake, D. D., Paces, J., & Raynor, H. (1995, October). *The impact of parental and educator support of student diligence: A model for educational responsibility and accountability*. A paper presented at the Mid-Western Educational Research Association Annual Conference, Chicago, IL.

Drake, D. D., **Bernard, H**., Gray, M., & Meixner, S. (1995, October). *Creating a quality parent program: Perceptions of parents and educators*. A paper presented at the Mid-Western Educational Research Association Annual Conference, Chicago, IL.

Bernard, H., Drake, D. D., & Lloyd, S. (1995, April). *Creating a total quality parent program: Diligence at home, school, and community*. A paper presented at the Fourth National Conference on Creating the Quality School, The University of Oklahoma, Norman, OK.

Jasinevicius, R. T., **Bernard, H**. & Schuttenberg, E. M. (1995, March*). Application and assessment of a new instrument: The diligence inventory*. A paper presented at the 72nd Annual Session and Exposition of the American Association of Dental Schools, San Antonio, TX.

Bernard, H. (1994, October). *Comer schools and African American children*. A paper presented at the Mid-Western Educational Research Association Annual Conference, Chicago, IL.

Bernard, H. (1994, May). *Diligence, ability, expectancy theory, and the Comer process*. A paper presented at the Yale University School Development Program Research Symposium: Past Achievement and Future Goals, Yale University, New Haven, CT.

Bernard, H. (1994, May). *Diligence: A critical factor in educating inner-city children*. A paper presented at the Operation Reconnection Conference at Wingspread, The Educational Conference Center of the Johnson Foundation, Racine, WI.

Bernard, H., Rak, C. F., & Antonini, J. J. (1994, March). *Can diligence instruction improve student diligence? A pilot study at a typical U.S. high school*. A paper presented at the Third National Conference on Creating the Quality School, The University of Oklahoma, Norman, OK.

***State and Local*: (Refereed or Invited Presentations are indicated with *)**

Banks, S. & **Bernard, H**. (2017, August). *Doctoral research overview*. Presented at the Induction for the Ed.D. in Learning and Leadership, Chattanooga, TN*

Bernard, H. (2016, May). *The three-dimensional periodic spiral of the elements: Thinking outside the box.* Presented to the Governor's School, The University of Tennessee at Chattanooga, TN*

Bernard, H. (2015, October). *The three-dimensional periodic spiral of the elements: Thinking outside the box.* Presented to STEM 3010 Class, The University of Tennessee at Chattanooga, TN*

Bernard, H. (2015, April). A Conceptual framework for a three-dimensional periodic table of the elements: A case for an elliptical periodic chart of the elements. Presented at Research Day, The University of Tennessee at Chattanooga, TN*

Bernard, H. (2014, July). *Doctoral research overview*. Presented at the Induction for the Ed.D. in Learning and Leadership, Chattanooga, TN.*

Bernard, H. (2013, July). *Doctoral research overview*. Presented at the Induction for the Ed.D. in Learning and Leadership, Chattanooga, TN.*

Bernard, H. (2012, July). *Doctoral research overview*. Presented at the Induction for the Ed.D. in Learning and Leadership, Chattanooga, TN.*

Bernard, H. (2011, July). *Diligence, expectancy and situational learning principles.* Presented at the Induction for the Ed.D. in Learning and Leadership, Chattanooga, TN.*

Bernard, H. (2010, August). *Diligence, expectancy and situational learning principles.* Presented at the Induction for the Ed.D. in Learning and Leadership, Kingsport & Chattanooga, TN.*

Bernard, H. (2008, September). *The three-dimensional periodic spiral of the elements: Thinking outside the box.* Presented to the Chattanooga Engineers Club, Chattanooga, TN*

Davis, L., & **Bernard, H.** (2005, June). *Research and leadership*. Presented at the Induction Week for the

Ed.D. in Learning and Leadership, The University of Tennessee at Chattanooga, Chattanooga, TN.*

Bernard, H. (2003, May). *P - 12 administration preparation internship program*. A presentation to the Lake Union Education Management Team, Berrien Springs, MI.*

Bernard, H. (2000, December). *Diligence, ability, expectancy, and competence: An emerging paradigm*. A paper presented at the Faculty Research Luncheon Series, Andrews University, Berrien Springs, MI.

Bernard, H. (1999, February). *A conversation with parents on diligence support for their children's development.* A presentation at Ruth Murdoch Elementary School Parent Night, Berrien Springs, MI.*

Bernard, H. (1996, July). *Action research and the School Development Program (Comer Process)*. A presentation at the Comer Midwest Regional Professional Development Center Workshop, Cleveland, Ohio.

Bernard, H. (1995, March). *Diligence and mastery learning: A formula for nurturing high expectations among students and significant others*. A presentation at the Conference on Teaching and Learning, Columbus, OH.*

Loovis, E. M & **Bernard, H.** (1994, January). *A positive framework for team organization*. Workshop presented to Warner Elementary School Staff Inservice, Cleveland, Ohio.

Bernard, H. (1993, October). *Adolescence: The crossroads of life*. Presentation at the Family-Life Workshop, Glenville Seventh-day Adventist Church, Cleveland, OH.*

Bernard, H. (1993, May). *Ohio's African-American male: A call to action*. Presentation at the Workshop on the African American Male, Cleveland State University.*

Bernard, H., Smith, J., Dickey, J., (1993, April). *Cleveland Comer Project for Change in Education: A model of collaborative partnerships*. Presentation at the Cuyahoga Special Education Service Center Leadership Series: Collaboration for Education Reform, Cleveland, Ohio.

Bernard, H. (1993, March). *Diligence and academic performance: Pioneer development of an outcome-based model.* Doctoral seminar presented at Andrews University, Berrien Springs, MI.*

Bernard, H., Brown, P., Ellis, G., Joseph, D., & Stencil W. (1992, August). *The role of the School Development Program Mental Health Team*. Presentation at the School Development Program Workshop, Cleveland State University.

Bernard, H. (1992, June). Session leader of a mini-conference on Diligence, Cleveland State University.

Bernard, H. & Drake, D. D. (1992, May). *Highlights of the School Development Program Model (Comer Project)*. A presentation to the Counseling, Administration, Supervision, and Adult Learning Department, Cleveland State University.

Bernard, H. (1992, April). *Highlights of the School Development Program Model (Comer Project).* A presentation to the Cleveland School Board Area Superintendents Meeting, Cleveland, OH.

Professional Consultations:

Bernard, H., & Jones, I. (2010, August). *Diligence: A factor in Student Development, Retention and Graduation.* A Professional Development Workshop presented at the Ringgold High School, Ringgold, GA.

Bernard, H. (2003, June). *A Comprehensive Survey of the Education System of the Northeastern Conference of Seventh-day Adventists*. Presentation at the Northeastern Conference of Seventh-day Adventists, Jamaica, New York.

Bernard, H., & Drake, D. D. (1997, October). *Student-Centered Educational Reform: Parent and Educator Support of Student Diligence*. Full Report submitted to the Shaker Heights School District.

Drake, D. D. & **Bernard, H.** (1997, October). *Building Comprehensive Parent Programs to Enhance Student-Centered Educational Development*. Full Report submitted to the Warrensville Heights School District.

Bernard, H. (1996, September). *A Comparison of Learning Style Models*. A presentation at the Berea High School Staff Development Workshop, Berea, Ohio.

Bernard, H. (1994, March). *A Pilot Study on Diligence Instruction at the Euclid High School*. Full Report submitted to the Euclid City School District.

Bernard, H. (1992, December). *Report of the Summative Evaluation of a Cooperative Learning Project Conducted in Cleveland Public Schools*. Cleveland State University, Cleveland, OH.
Bernard, H. (1992, November). *Evaluation Report of the Ramah Junior Academy*, Cleveland, OH.

Juried Shows/Commissioned Performances/Competitive Exhibitions:

Bernard, H (2016, April). *The Impact of a Three-dimensional Periodic Table of the Elements on Science Achievement among Eighth Grade Students*: *A Pilot Study*. Presented at the Elevator Speech Competition, The University of Tennessee at Chattanooga, Chattanooga, TN.
Bernard, H (2016, March). *3DPT Enterprises, LLC: Three-dimensional Periodic Table of the Elements.* Presented at the National Science Teachers Association-2016 National Conference on Science Education, Nashville, TN.
Bernard, H (2015, March). *3DPT Enterprises, LLC: The Bernard Periodic Spiral of the Elements.* Presented at the Teach Them Diligently Conference, Nashville, TN.
Bernard, H (2011, September). *Three-dimensional periodic table of the elements.* Presented at the 193rd 2YC3 Conference Brevard Community College, Melbourne, Florida.
Bernard, H (2011, August). *Three-dimensional arrangement for chemical elements.* Presented at the 242nd National Convention of the American Chemical Society, Denver, Colorado.

Websites:

3DPT Enterprises, LLC (2015). www.3dptenterprises.com

CONSULTANCIES:

February 2008 – ongoing
Diligence Intervention and Research Institute
East Ridge, TN

Founder and President: develop and direct professional development and research initiatives associated with diligence and expectancy theory; conduct research and development activities geared toward student engagement along the pathways of diligence and expectancy theory.

November 2011- ongoing
3DPT Enterprises, LLC
East Ridge, TN

Founder and President; oversee the development and marketing of a three-dimensional periodic table of the elements model that targets chemistry teaching and learning among middle and elementary school students, in particular. Conduct research and development activities that seek to link student success in general, and in the STEM disciplines, in particular, to the level of diligence demonstrated by students.

SERVICE TO THE UNIVERSITY, PROFESSION AND COMMUNITY:

University Level Committees:

The University of Tennessee at Chattanooga Committees

Member, University Faculty Senate (2017 – present)
Search Committee, Vice Chancellor for Research and Dean of the Graduate School (2014 - 2015)
Ad-hoc Strategic Planning Steering Committee (2014 - 2015)
Learning Support Services Committee (2013 - 2015)
Book Store Committee (2010 – 2011)
Search Committee for the Associate Dean for the Graduate School (2010)
Ad-hoc Research Team Member for preparing the Faculty/Staff Worklife and Diversity Study (2009)

Strategic Planning Implementation Sub-committee for Partnerships for Diversity (2008 - 2009)
Access and Diversity Committee (2008 - 2009)
Graduate Council (2007 - 2009)
Faculty Development Grants Committee (2006 - 2009)
Faculty Research Grant Committee (2006 - 2009)
Library Committee (2006 – 2008 and 2011 - 2012)
Member, Institutional Review Board (2005 - 2014)

Andrews University Committees

Faculty Policy Development Committee (2004 -2005)
Resources Development Committee (2001- 2004)
Graduate Student Association Faculty Adviser (2001 - 2003)
Library Materials Review Subcommittee (2000 - 2003)
Affiliation & Extensions Committee (1998 - 2005)
Ad Hoc Collaborative Committee for Student Services and Academic Affairs (1998 - 2000)

Cleveland State University Committees

Presidential Scholarship Committee on Excellence in Leadership (1998)
College of Education Representative to the Senate Academic Steering Committee (1996 - 1997)
Faculty Senate (1995 - 1997)
Representative, Presidential Planning Retreat (1995)
Member, College of Education Dean Search Committee (1995)
Graduate Council Petitions Committee (1994 - 1996)
F.I.P.S.E. Proposal Review Team (1994)
Financial Aid Committee of the Faculty Senate (1992).

School/College of Education Committees/Task Forces:

The University of Tennessee at Chattanooga

Member, Search Committee for a LEAD Faculty (2018-2019)
Member of the Reappointment, Tenure and Promotion Committee (2016 – present)
Member, Search Committee for the Managing Editor for Education About Asia (2013)
Member, Search Committee for two LEAD Faculty (2012-2014)
Graduate Studies Division (GSD) Chair: Rank, Tenure and Reappointment Committee (2012 - 2013)
Member, Ad Hoc Committee for selecting the Clay Evans Johnson Award, School of Nursing (2012)
Member, Search Committee for GSD Faculty (2012)
Member, EdD Ad Hoc Research Committee (2010-2011)
Member, Search Committee for GSD Faculty (2011)
Member, Search Committee for GSD Faculty (2010)
Member, Rank, Tenure and Reappointment Committee (2008 - 2016)
Member, Search Committee for GSD Faculty (2008)
Chair, Promotion and Tenure Committee (2009-2010)
Chair, Search Committee for GSD Faculty (2006)
CHEPS Curriculum Committee (2006 – present)
Ad Hoc GSD Research Committee (2006)
EdD Faculty Committee (2005 and ongoing)
Graduate Studies Division (GSD) Faculty Committee (2005 -2011)

Andrews University

NCATE Standard 6 Committee Chair (2003 - 2004)
Coordinator, Internship Programs Task Force (2002 - 2003)

Coordinator, Ad hoc NCATE Taskforce for Communication Arts Folio (2000- 2003)
Academic Policies and Curriculum Committee (1998 - 2003)
Dean's Academic Council (1998 -2000)
Coordinator, Educational Administration Program (1998 -2004)
Educational Administration/Leadership Merger Taskforce (1998 - 1999)
Ad hoc Educational Foundations Taskforce (1998 - 1999)
Graduate Education Programs Committee (1998 - 2002)
Graduate Programs Recruitment and Scholarship Taskforce (Chairman, 1998 - 1999)
K-16 Collaboration Steering Committee (1998 - 2002)
Teacher Education Council (1998 - 2003)
Faculty Liaison to the James White Library (1998 - 2003)
Ad Hoc NCATE Review Committee (1998 - 1999)
Ad Hoc Semester Conversion Committee (1998 - 1999).

Cleveland State University

Committee on Research and Grant Development (1996 - 1997)
Technology Committee (1996 - 1997)
Task Force Committee Chair for Philosophy and Mission, North Central Association Review Team: West Technical High School, Cleveland, OH (1993)
Pathways to Teaching Careers Tomorrow's New Teachers (1993 - 1995)
Ad hoc Committee for Affirmative Action, CSU Strategic Plan (Nov/Dec, 1993)
School Development Program (Comer Project) Coordinator (1992- 1994) and Director of Research (1994-1997)
Student Awards Committee (1992 - 1996)

Community & Church Service

Member, International Advisory Board, Journal of Education, Business and Culinary Science (2018 -)
Sabbath School Superintendent, Harrison Seventh-day Adventist Church, (2013 – 2016)
Deacon, Harrison Seventh-day Adventist Church, Harrison, TN (2012 – 2013 & 2016 - present)
Elder, Harrison Seventh-day Adventist Church, Harrison, TN (2011 – 2016)
Religious Liberty Coordinator, Harrison Seventh-day Adventist Church, Harrison, TN (2007 – 2009 and 2012 - 2013)
Michigan Department of Education Core Referent Group for Principal Credentialing (2003)
Accreditation Visiting Committee Member for the Andrews Academy (2002)
Accreditation Visiting Committee Member for the Great Lakes Academy (2000)
Deacon, Pioneer Memorial Church, Berrien Springs, Michigan (1999 - 2003)
Board Member, Curious Kids Museum, St. Joseph, Michigan (2000 - 2002)
Chair, Personal Ministries Committee, Southeast Seventh-day Adventist Church, Cleveland, Ohio (1995 - 1998)
Chair, Education Committee, Southeast Seventh-day Adventist Church, Cleveland, Ohio (1993 - 1996)
Elder, Southeast Seventh-day Adventist Church, Cleveland, Ohio (1993 - 1998)
Elder, Pioneer Memorial Church, Berrien Springs, Michigan (1986 - 1991 and 2003 - 2005)
Vice President, Andrews University Graduate Student Association, Berrien Springs, Michigan (1987 - 1988)
Head Elder, Faith S. D. A. Church, St. Croix, U.S. Virgin Islands (1982 - 1984)

PROFESSIONAL AFFILIATIONS AND ACTIVITIES:

American Chemical Society [**ACS**] (2011 - present)
International Union of Pure and Applied Chemistry [**IUPAC**] (2011- 2018)
American Educational Research Association [**AERA**](1992 – present)
Division A Chair, AERA Annual Meeting, Chicago, 1997
Division A Discussant, AERA Annual Meeting, New York, 1996

Division A Manuscript Reviewer, 1996
American Association for the Advancement of Science [**AAAS**] (2009 -2015)
Association for Supervision and Curriculum Development [**ASCD**] (1987 - 2016)
National Science Teachers Association [**NSTA**] (2006 - present)
Phi Delta Kappa [**PDK**] (1987 - 2016)

SELECTED AWARDS, CITATIONS AND SPECIAL CERTIFICATES:

Sexual Misconduct, Relationship Violence and Stalking Prevention and Response Training titled " Bridges: Building a Supportive Community" 2017 & 2019)
Information Technology Security Awareness Training (2017)
Collaborative Institutional Training Initiative (CITI Program) Certificate for Institutional Review Board (IRB) training on "Social and Behavioral Research Investigators – Basic Course," 2017 & 2019
Quality Matters (QM) Certificate of Completing: Applying the QM Rubric (APPQMR), 2017
Highlighted in the Winter 2014 Tennessee Alumnus Magazine in the article "12 Inventions at the University of Tennessee that Make Life Better." Section Topic: "Elements of Invention."
Provost's Citation for Evaluation and Development by Objectives (EDO) Rating of "Exceeds Expectations" for 2010-2011 academic year at UTC
Recipient of the Elizabeth Dalton Award, 2011 & 2015
Cited for Faculty Research at UTC in the Chattanooga Year in Review, 2009
Provost's Citation for EDO Rating of "Exceeds Expectations" for 2007-2008 academic year
Citation for UTC/CHEPS Outstanding Teaching/Advising Award, 2007
Citation for Exemplary Servant Leadership in the Leadership and Educational Administration Department, Andrews University, 2005
The Daniel A. Augsberger Excellence in Teaching Award for the School of Education, Andrews University, 2003-2004
The North American Division Personal Ministries Caucus E. E. Cleveland Award, 1996

DOCTORAL DISSERTATIONS SUPERVISED (1994 - ONGOING)

AU – Andrews University, Berrien Springs, MI
CSU – Cleveland State University, Cleveland, OH
UTC – The University of Tennessee at Chattanooga

Chair and Methodologist

Adams, L. (2003). *Perceptions of nursing academic administrators and faculty Related to the Pursuit of Upper-Level Administrative Careers*. (AU)
Barrett, C. (2007). *An Evaluation of Reserve Component Leaders' Attitudes and Motivation as They Relate to Situational Leadership Theory in a Peacekeeping Operational Environment.* (AU)
Brown, D. (2005). *Job Satisfaction and its Relationship to Organizational and Religious Commitment Among Workers at Northern Caribbean University*. (AU)
Das, S. (2009). *A Study of Perceived Versus Actual Roles of Presidents of the Seventh-day Adventist Senior Colleges and Universities in Eleven World Administrative Divisions*. (AU)
Goza, R. (2006). *Motivational Factors that Influence African-American Women to Serve as Michigan State Congresswomen*. (AU)
Harstine, M. (2007). *Understanding the Relationship Between Emotional Intelligence, Diligence and the Myers-Briggs Type Indicator in the Admission of College Students to an Orthopedic Based Honors Program.* (AU)
Higgins, D. (2002). *A Study of the Perceptions Held Toward Teacher Evaluation Policies and Practices by Teachers and Their Supervisors in the Adventist Schools in Canada*. (AU)
Johnson, J. (2003). *A Study of the Relationship Between Followership Modalities and Leadership Styles Among Educators at Selected High Schools in Jackson, Mississippi*. (AU)

Leffler, B. (2012). *A Study of Current Student-Athlete Views Regarding Sport Retirement and the Information Necessary for a Positive Transition*. (UTC)

Massey, S. (2003). *The Effects of Cooperative Learning Versus Traditional Classroom Instruction on Cognitive Achievement, Critical Thinking, and Attitudes Toward Learning in Teams in a Physician Assistant Program*. (AU)

Mook, D. (2012). *Organizational Settings and Profiles of Servant Leadership*. (UTC)

Ncube, P. (2002). *A Rhetorical Analysis of Theodore Hesburg's Fund-Raising Speeches for the University of Notre Dame*. (AU)

Ramal, E. (2002). *The Relationship Between Perspectives of Spiritual Care and Organizational Climate in Seventh-day Adventist Baccalaureate Nursing Programs in North America*. (AU)

Reynolds, B. (2013). *Measuring the Conservation Ethic of Non-Science Majors in a Survey Course: A Mixed-Methods Study of the Impact of Transformational Leadership, Reflective Journaling, and Hands-On Herpetology*. (UTC)

Ross, D. (2006). *Perceptions of the Evidence of a Servant Leadership Culture Among Educators in the P-12 School System in the North American Division of Seventh-day Adventists*. (AU)

Stul, M. (1999). *Factors Affecting Employee Diligence in the Automobile Industry: A Case of a Russian Company*. (CSU)

Tierney, C. (2003). *Leadership in Reaching Global Consensus on Technological Standardization*. (AU)

Ward, S. (2007). *Public School Teacher Perception of the Career Path System in the Bahamas*. (AU)

Webb, M. (2012). *A Study of Churches as a Source of Support for Families with Children on the Autism Spectrum*. (UTC)

Yocum, C. (2007). *Understanding the Relationship Between Emotional Intelligence, Diligence and the Myers-Briggs Type Indicator in the Admission of College Students to an Orthopedic Based Honors Program*. (AU)

Zvandasara, B. (2004). *Perceptions of Board Effectiveness in Selected Institutions of Higher Education in Zimbabwe*. (AU)

Chair

Arthur, C. (2000). *The Relationship Between Student Diligence, Student Support Systems, Other Related Factors and Student Academic Outcomes in High Schools in Grenada*. (AU)

Bryson, J. (2005). *Factors Influencing Enrollment in Seventh-day Adventist Boarding Schools in North America*. (AU)

Caldwell, M. (2015). *Going Where Students Are: A Comparison of Faculty and Student Perceptions of the Use of Facebook in Education.* (UTC)

Cooper, R. (2018). Impact o*f Membership in Black Greek Letter Organizations on Student Learning Outcomes*. (UTC)

Gonzalez, S. (2003). *The Relationship of Academic Workload Typologies and Other Selected Demographic Variables to Burnout Levels Among Full-Time Faculty in Seventh-day Adventist Colleges and Universities in North America.* (AU)

Masuku, S. (2009). *An Analysis of Teacher Satisfaction in the Seventh-day Adventist Church Schools in Zimbabwe.* (AU)

Masuku, S. (2009). *Perceptions of Teachers on Systemic Factors Related to Student Performance in Seventh-day Adventist Schools in Zimbabwe*. (AU)

Link, N. (2000). *The Role of God in Administrative Decision-Making: A Multiple Case Study of Three African American Christian Women Administrators of American Higher Education*. (AU)

Nader, J. (1997). *The Value of Transformational Leadership in an Exemplary School District in Ohio: Examination of Conditions, Processes and Practices Associated with School Improvement*. (CSU)

Patterson, S. (2007). *Organizational Expectations and Role Clarification of Pastors and Professional Educators Serving K-10 Schools Operated by the Georgia-Cumberland Conference of Seventh-day Adventists*. (AU)

Russell, G. (1998). *Welfare Recipients and Higher Education: An Evaluation of an Intervention Program for Welfare Recipients Who are Students at a Midwestern Urban University*. (CSU)

Sallee, A. (2014). *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-follower Relationship and its Impact on Teacher Efficacy.* (UTC)

Sherwood, H. (2006). *Profiles of Pre-service Teacher Education: An Investigation into the Nature of Selected Exemplary Programs in Michigan and Jamaica*. (AU)

Spates, J. (2008). *Validation and Utilization of the C.A.R.E. Self-Assessment Tool and a Comparison of Perceived Levels of Cultural Responsiveness in Benwood I and Benwood II Schools*. (UTC)

Thomasson, C. (2010). *An Investigation of Predictors of Middle School Mathematics Achievement as Measured by the Georgia Criterion-Referenced Competency Tests*. (UTC)

Tobias, M. (2000). *An Assessment of Home and Classroom Literacy Environments on the Emergent Literacy Development of Kindergarten Students in Two Southwestern Michigan School Districts*. (AU)

Tomlin, D. (2014). *Measuring the Impact of Participation in a Social Network on the Parenting Stress Levels of Single Mothers*. (UTC)

Turner, C. (2008). *The Utilization of Faith Development Theory to Shape a Christian Education Program*. (UTC)

Ward, A. (2018). *Expectations of Student Achievement among Primary School Teachers in Togo, West Africa: An Analysis of Beliefs and Cultural Values*. (UTC)

Ward, J. (2011). *Pathways to Improvement of Biology End-of-Course Scores in the State of Georgia*. (UTC)

Weitz, D. (2010). *A Comparative Analysis Between Skilled Nursing Facilities Experiencing High Versus Low Resident Transfer Rates*. (UTC)

Valadie, M. (2012). *Measuring and Comparing Teaching Quality in Online and Traditional High School Classroom Environments*. (UTC)

Young, S. (2017). *An Examination of Leadership Styles Among Virtual School Leaders*. (UTC)

Methodologist

Aldridge, J. (1997). *An Occupational Personality Profile of the Male Entrepreneur as Assessed by the 16PF Fifth Edition*. (CSU)

Applegate, D. (2004). *Instructional Implications of the Michigan Educational Assessment Program as an Accountability Instrument*. (AU)

Arrais, J. (2006). *Socio-economic Characteristics as Factors of Academic Success on the Exame Nacional de Cursos (ENC) among Undergraduate Students of Selected Study Programs in Brazil*. (AU)

Battle, T. J. (2019). *Archival Offender Records Analysis: Examining Patient Abuses in Tennessee.* (UTC)

Bennett, A. (1994). *Applying a Diligence-Ability Regression Model and Locus of Control in Predicting Academic Achievement of College Freshmen*. (CSU)

Blazek, L. (2015). *An Evaluation of two Approaches for Developing Keyboarding Skills in Children with Cognitive Disabilities.* (UTC)

Bowers, A. (2010). *An Analysis of Psycho-educational Profiles of Elementary Students Referred for Special Education Consideration Due to Literacy Difficulties*. (UTC)

Brown, A. (2002). *The Roles and Attributes of Human Resource Leaders During Organizational Restructuring*. (AU)

Brown, J. (2003). *A Descriptive Multiple Case Study of Caucasian Female Suicide Attempters: Risk and Protective Factors*. (AU)

Brown, T. (2005). *A Study of the Expectations of Treasurers as Chief Financial Officers in Local Conferences in the North American Division of Seventh-day Adventists: Perceptions of Roles, Responsibilities, and Relationships* (AU)

Bryant, H. (2007). *The Relationship Between Emotional Intelligence and Academic Achievement in Reading Comprehension in High School Students with Learning Disabilities*. (AU)

Burns, M. (2000). *Test-Retest Reliability of Individual Student Acquisition and Retention Rates as Measured by Instructional Assessment.* (AU)

Cameron, B. (2002). *The Psychosocial Determinants of Middle– and High-School Violence: An Investigation of the Perceptions of Parents of Children Suspended for Committing Violent Acts at School*. (AU)

Caraccio, B. (2009). *An Evaluation of Teacher Perceptions of a State Developed Portal*. (UTC)

Caraccio, M. (2017). *An Investigation of the Relationship between Academic Achievement and High-School Students' Perceived Level of Satisfaction of Needs in Selected Southeast Tennessee Sch*ools. (UTC)

Cartmell, B. (2014). *The Relationship Between Freshman Student Retention and Use of an Online Parent Portal*. (UTC)

Caskey, R. (2002). *An Examination of the Perceived Need and Recommended Competencies for a Secondary-School Principal Internship Program in the Seventh-day Adventist Educational System*. (AU)

Cofrancesco, C. (2007). *The Effectiveness of Rating Scales and a Semi-structured Interview in Diagnosing Adult Attention Deficit Hyperactivity Disorder*. (AU)

Doris, J. (2012). *Application of the ExperiAnD Computer Game to Supplement Analytical Skills Instruction.* (UTC)

Elliott, J. (2017). *Community Versus Traditional Classrooms: Is There an Advantage for Improved Academic Performance in Elementary Schools?* (UTC)

Fisher, R. (2013). *Impact of Nature Exposure on Language and Imagination on Pre-school Students.* (UTC)

Freeman, B. (2008). *The Perceptions of Technology Uses in Rural and Urban Pennsylvania High Schools.* (AU)

Galloway, A. (**In Progress**). *Content Immersion, Collaboration, and Public History: An Integrated Professional Development Approach to Improving Teacher Efficacy and Teacher Competency in Eighth Grade and High School United States History Instruction.* (UTC)

Godfrey, L. (2010). *Characteristics of Effective Four-Year Interpreting Education Programs in the United States.* (UTC)

Greear, A. (**In Progress**). *Examining Student Outcomes of Emergency Assistance Programs in Rural Community Colleges*. (UTC)

Gustavsson, J. (2000). *Institutional Activities in International Higher Education: An Assessment of Advancement Strategies Used at Selected Small Church-Related Colleges and Universities*. (AU)

Hancock, J. (2014). *A Comparative Analysis of Instructional Techniques Towards Long-Term Positive Ergonomics Transformation for the Early Career Sonographer*. (UTC)

Hanlon, M. (1996). *Intradistrict Open Enrollment: An Analysis of the Views of Multiple Stakeholders on Mandatory Public School Choice in Ohio*. (CSU)

Harrison, A. **(In Progress**). *A Study of Economic Reasoning Abilities of Freshman Students at The University of Tennessee at Chattanooga*. (UTC)

Higgs, N. (2003). *An Inquiry of Governance Training, Perceptions of Board Members' Qualifications, and Board Assessments of Day Academies in the Southern Union Conference of Seventh-day Adventists*. (AU)

Hood, S. (2010). *The Impact of Student Housing Based Upon Academic Readiness and Student Engagement*. (UTC)

Hudak, C. (1998). *Occupational Factors in the Implementation of End User Computing Systems in Ohio Hospitals*. (CSU)

Jahansouz, S. (2012). *Undergraduate Student Learning through Engagement in Experiential Learning Activities.* (UTC)

Jaynes, M. (2014). *A Causal Comparative Investigation into Transactional Versus Transformational Instructional Delivery Style in a Freshmen-level Humanities Course at a Southeastern American University*. (UTC)

Jensen-Inman, L. (2012). *Can connecting and collaborating with industry professionals and community partners through a project-based initiative create a meaningful learning and leadership experience for college students?* (UTC)

Johnson, M. (2013). *Faculty Perception and Use of Learning-centered Strategies to Assess Student Performance.* (UTC)

Kelly, B. (2009). *Perceptions of Female Hiring in Educational Administration in Rural Pennsylvania Public School Districts as Perceived by School Board Members*. (AU)

Krafcik, N. (2001). *The Impact on Team Effectiveness of Personality Preferences of Team Members Involved in the Connecticut Early Intervention Project.* (AU)

Legg, L. (2011). *Identifying Effective Indicators to Assist Healthcare Providers Transitioning into Educational Leadership Roles*. (UTC)

Lomino, J. (2003). *A Study of the Reported Long-Term Attitudinal and Behavioral Effects of an Eighth-Grade Environmental Education Project and the Development of an Innovative Configuration to Promote Environmental Education.* (AU)

Mainda, P. (2001) *A Study of Selected Factors Influencing School Choice Among the Seventh-day Adventist Population in Southwestern Michigan*. (AU)

McCord, J. (2017). *The Effect of Short-Term Mission Trips as an Instructional Intervention for Spiritual Formation Practices.* (UTC)

McDonald, S. (2013). *Mandatory Ethics and Jurisprudence Training: Does it Make a Difference in Disciplinary Actions of Occupational Therapy Professionals*? (UTC)

McGorray, K. (1995). *Instructional Leadership in the Principal Role: Testing the Effectiveness of Slingerland Multisensory Approach Encoding Strategies for the First Grade Language Arts Program.* (CSU)

Miller, S. (2009). *Impact of Increased Technology Use on Children's Free-time Choices*. (UTC)

Ntagenda, L. (2001). *College Graduates' Perceptions of Placement Services Effectiveness at Four Selected Universities in Southwestern Michigan and Northern Indiana*. (AU)

Oliver, W. (2010). *Measuring and Comparing Teaching Quality in Online and Traditional High School Classroom Environments*. (UTC)

Penno, D. (2009). *An Investigation of the Perceptions of Clergy and Laity Concerning Race-Based Organizational Segregation in the Southern Union Conference of Seventh-day Adventists*. (AU)

Rector, J. (2009). *The Nature and Functioning of Performance Appraisal Systems for Full Time Faculty at Selected Private Colleges in the Georgia-Cumberland Region*. (UTC)

Reindel, R. (2006). *Developing an Empirical Basis for Selecting a Strategic Team From Among Likely Candidates Based on Desired Emotional Intelligence Competencies*. (AU)

Rigler, M. (2013). *The Retention of College Students with Disabilities: What Makes Them Stay in College?* (UTC)

Romine, X. (2010). *The Relationship of Personal and Professional Teacher Diversity Typologies to Student Achievement in Middle Schools Serving the Diverse Populations of Georgia*. (UTC)

Slade, I. (**In Progress**). *Is There a Relationship Between Employee Communication Technology Use and Employee Face-to- Face Communication Skills?* (UTC)

Sornson, R. (2003). *The Effect of Early-Intervention/Prevention Services on the Northville Public Schools*. (AU)

St. Brice, H. (2001) *An Analysis of Role Perceptions and Job Satisfaction of Secondary School Counselors in Trinidad and Tobago*. (AU)

Thibodeau, L. (1998). *The Near-Death Experience, Career Values, and Spiritual Wellness: A Comparative Study*. (CSU)

Vance, R. I. (2019). *A Comparison of Academic, Social, and Emotional Self-efficacy among Students in Schools with Divergent Approaches to Integrating Instructional Technology*. (UTC)

Wenger, G. (2002). *Learning and Study Strategies as They Relate to Success in an Open-Entry/Open-Exit College Developmental Reading Course.* (AU)

West, M. **(In Progress)**. *A Study of the Impact of the Nation Builders Program on the Self-Perception of African American Participants in the Fourth and Fifth Grades at Dunbar Elementary.* (UTC)

Whiting, C. (2005). *Intuitive Decision Making and Leadership Style Among Helthcare Executives in the United States.* (AU)

Member

Bandy, R. (2014). *Impact of an Advanced Placement Student Selection Model on Academic Achievement and Stakeholder Perceptions of Program effectiveness*. (UTC)

Beard, J. (2017). *Examining Students' Personal Evaluations of Their ability to Transfer Knowledge Learned in First-year Composition to Other Writing Contexts*. (UTC)

Blackett, J. (2002). *A Legal History of the Job Corp*. (AU)

Browning, B. (2014). *The Role of the Elementary School Principal in Sustaining the Longevity of a Comprehensive School Reform Model.* (UTC)

Carson, C. (2012). *Self-Regulated Learning in Online Students*. (UTC)

Davis-Roberts, G. (2006). *A Study Investigating Sources and Levels of Stress and Coping Strategies of Faculty and Staff at Northern Caribbean University*. (AU)

Gane, B. (2005). *Youth Ministry and Beliefs and Values Among Ten-to-Nineteen Year Old Students in the Seventh-day Adventist School System in North America*. (AU)

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 Tennessee*. (UTC)

Heise, D. (2006). *Data Warehousing and Decision Making in Higher Education in the United States*. (AU)

Horn, T. (2005). *Developmental Processes Critical to the Formation of Servant Leaders in China*. (AU)

Mfune, I. (2002). *A Study of Selected Decisions That Fostered the Growth and Development of Solusi University in Zimbabwe*. (AU)

Parris, C. (2006). *Factors Related to Goal Completion of Adult Degree Programs at Atlantic Union College*. (AU)

Samaroo, S. (2012). *Pedandragogy: A Way Forward to Self-Engaged Learning*. (UTC)

Swafford, S. (2017). *Factors Affecting Freshman Student Retention at Higher Education Institutions within the Appalacian College Association*. (UTC)

White, E. (2007). *Connections Between Program Evaluation and Strategic Planning: A Multiple Case Study*. (AU)

SELECTED SPECIALIST AND MASTER'S THESES/PROJECTS SUPERVISED:

Bates, W. (2005*). Stakeholder Perceptions of the Extent and Quality of Technology Use Among Classroom Teachers in Selected Whitfield Schools.* **EdS Capstone Project Chair** (UTC)

Brightman, B. (1996). *Recognition of Malocclusion: An Education Outcomes Assessment*. **Masters Thesis Methodologist** (Case Western Reserve University)

Hagberg, A. (2005). *Teacher Technology Training at Dalton High School.* **EdS Capstone Project Chair** (UTC)

Mallory, M. (2005). The Leadership Factor in Church Growth Among Selected Churches in Michigan. **Masters Project Adviser** (AU)

Storey, J. (2005**).** *Perception Versus Reality: To What Extent are Computers Enhancing Academics in High School?* **EdS Capstone Project Chair** (UTC)

Thompson, S. (2005). *Surfing H.E.L.P.S.: A Student Guide to the Internet*. **EdS Capstone Project Chair** (UTC)

Townsend, D. (2005). *A Case for a Technology-based Music Curriculum for Dalton Public Schools*. **EdS Capstone Project Chair** (UTC)

Revised 09-30-19

CURRICULUM VITAE

Elizabeth King Crawford

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EDUCATION

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 Quality Matters Master Reviewer – Quality Matters, 2017
Certified Quality Matters Peer Reviewer – Quality Matters, 2015

EMPLOYMENT

August 2011– Present
The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies
School of Professional Studies
Learning and Leadership Doctoral Program

Associate Professor (Tenure and Associate, Summer 2015)
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)

Stearns, L. & Crawford, E. (Under Review). Social media: A powerful tool for agriculture. *Journal of Applied Communications.*

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. (2020 March 30-31 – *Accepted*). Curriculum Mapping for Student Outcomes and Success. Paper to be given at the 2020 International Conference on Education and Social Development (ICESD ‘20). Houston, TX

Murlee, R. & Crawford, E. (2020 March 30-31 – *Accepted*). Preparing Future Teachers. Paper given at the 2020 International Conference on Education and Social Development (ICESD ’20). Houston, TX

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. (2020 April 23-24). Applying the Quality Matters Rubric to Dissertations. Presentation proposed 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

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

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

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 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 7450, Reflective Practice and Competency Development (team taught), UTC (online delivery)
LEAD 7500, Learning Models, Instructional Design, and Communication, UTC (hybrid 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
Teaching and Learning Institute – New Faculty Pedagogy Course

ACADEMIC CONSULTATION

Academic, Quality Matters Course Review, Chair, *EDUF Preparing for the Dissertation* at Columbus State University. (2019-2020).
Academic Audit Team, Tennessee State University (TSU) Professional Studies BPS and MPS, (2019).
Academic, Quality Matters Course Review, Chair, *Fundamentals of Accounting I: AC 305* at Athens State University. (2019).

Academic, Quality Matters Course Review, Chair, *Learning Framework: EDU 1300* at Dallas Colleges Online. (2018).

Academic, Quality Matters Course Review, Chair, *Intro to Sociology: SOC 200* at Northwest Shoals Community College. (2018).

Academic, Quality Matters Course Review, External Reviewer, *Principles of Biology I: BIO 103, Fall* 2015 at Calhoun Community College. (2016).

Academic, Quality Matters Course Review, External Reviewer, *Human Anatomy & Physiology I: BIO 201, Spring 2015* at Calhoun Community College. (2016).

Academic, 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

Alpers, J. (In progress). *The Relationship between Reward Systems and Behavior,* 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

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

Bischell, J. (2018). *Understanding the Pedagogical Adoption if 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

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

Connors, J. (In progress). *A Study of Burnout in Certified Public Accountants in the Southeast Region of the United States.* Doctoral Dissertation Committee

Crowe, J. (In progress). *Impact of Educational Intervention on the Coping Skills of Military Youth Dealing with Deployment*. Doctoral Dissertation Committee

Culver, T.E. (In progress). *An Examination of the Impact of Teachers' Emotional and Academic Intelligences on Their Students' Achievement as Measured by the Teachers' Tennessee Value Added Assessment System Scores.* 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

Flowers, P. (In Progress). *Examining the Faculty Culture of Assessment at a Regional Primarily Undergraduate Instiution of Higher Education.* Doctoral Dissertation Committee

Folsom, C. (2020). Doctoral Dissertation Chair

Forrest, T. (2020). Doctoral Dissertation Chair

Freeman, Y. (2018). *A Student Success Prediction Model for Retention of the Tennessee Lottery Scholarship Program.* Doctoral Dissertation Committee

Galloway, T. (In progress). *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

Greear, A. (In progress). *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 Committee

Hackathorne, J. (In progress). *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, A.S. (In progress). *The Study of Economic Reasoning Abilities of Freshman Students at the University of Tennessee at Chattanooga.* 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

Jackson, R. R. (In progress). *The Perception of Hybrid Nutrition Education among Limited Resource Families in Tennessee.* Doctoral Dissertation Chair

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, 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

Lamberson, E. (In progress). *A Correlational Study between a Faith-Based Psychoeducational Intervention and Psychological Well-Being.* Doctoral Dissertation Committee

Lewis, E. (In progress). *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. (In progress). 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. (In progress). *A Mixed Methods Study of the Relationship between Dialogic Inquiry and Engagement in Active Learning Shakespeare Education.* 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

Noseworthy, E. (In progress). *The Relationship between Instructor Course Participation, Student Participation, and Student Performance in Online Courses.* Doctoral Dissertation Committee

O'Brien, P. (In progress). *The Impact of Focused Advising on Retention and Completion in the Community College Setting.* Doctoral Dissertation Committee

Porter, M. (In progress). *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. (In progress). *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

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

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

Scruggs, J.A. (In progress) *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.

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

Swafford, S. (2017). *Factors Affecting Freshman Student Retention at Higher Education Institutions within the Appalachian College Association.* Doctoral Dissertation Chair

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

Tivey, K. (In progress). *The Relationship of Family Characteristics of At-Risk Children in Rural West Tennessee and Select Measures of Success.* 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. (In progress). *The Flipped Classroom's Impact on Student Performance and Engagement in a Community College Introductory Psychology Course: A Quasi-Experimental Study.* Doctoral Dissertation Committee

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 (In progress). *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. (In progress). *Factors Influencing Intercollegiate Athletics Fundraising Structure: A survey and theory development.* Doctoral Dissertation Committee

Williamson, C. (In progress). *Predicting Enrollment in Higher Education Institutions.* Dissertation Committee Member

Willis, C. (2014). *The Effects of Co-Viewing Children's Educational Programming on Parenting Behaviors.* Doctoral Dissertation Co-Chair

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

2020 – L. Howard, R. Mattson, L. Stearns
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 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)
Association for the Advancement of Computing in Education (2012-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 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, 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)
- 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-present)
- 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)
- 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.
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Governor's School for Prospective Teachers, State of Tennessee, Department of Education, $80,000/ 2004.
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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
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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

Associate Professor of Practice
(7/2019 - Present)
Lecturer, Learning and Leadership Program
(8/2018 – 7/2019)

August 2001 – August 2018
Cigna Healthcare (Cigna)
Chattanooga, TN

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 7991 Leadership: Theory to Practice (team taught with D. Rausch, 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 7991 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

STUDENT SCHOLARSHIP REVIEW

COMPREHENSIVE ASSESSMENT TEAMS
Alpers, J. (2019)
Browne, A. (2019)
Forrest, T. (2019)
Hackathorne, J. (2018)
Williamson, C. (2018)

DISSERTATIONS
Conners, J. (2018 to present) Committee Member
Hackathorne, J. (2019 to present) Committee Member
Williamson, C. (2019 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

SERVICE

Board of Directors, University of Tennessee Alumni Board, 2018-Present
Military Officers Association, 2000-Present

Updated 9/10/2019

VITA
Ted L. Miller

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

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The University of Tennessee at Chattanooga
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Chattanooga, Tennessee 37403
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Ted-Miller@utc.edu
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HOME ADDRESS 191 Bridgewater Dr.
McDonald, Tennessee 37353
(423) 472-6468

ACADEMIC TRAINING

1976 Ph.D., Indiana University, Bloomington, Indiana; Educational Psychology, Major in School Psychology, Minor in Special Education.

1973 M.A., Morehead State University, Morehead, Kentucky; Major in Experimental Psychology.

1970 B.A., (with High Distinction), Morehead State University, Morehead, Kentucky; Major in Psychology.

DISSERTATION AND THESIS

Behavior change as related to environmental factors in an institutionalized mentally retarded population. Doctoral dissertation, Graduate School, Indiana University, 1976.

Effects of frustration on performance of adult human subjects. Master's thesis, Graduate School, Morehead State University, 1973.

HONORS

Elected to UC Alpha Society 2008
Full Doctoral Member of the UTC Graduate School, first appointed 2007
Distinguished Faculty Performance Evaluation 2000-2001 School Year
College of Education and Applied Professional Studies, Outstanding Research and Scholarship Award, 1999.

Revised 09-10-19

College of Education and Applied Professional Studies, Dean Stinnett Award, for service to the college, 1998.
U.T.C. Research Associate 1985, 1986, 1987.
Elected to the University of Chattanooga Foundation Council of Scholars, 1985.
Named University of Chattanooga Foundation Professor, 1979.
Awarded Outstanding Graduate Student in Psychology, Morehead State University, 1972.
Awarded Outstanding Undergraduate Student in Psychology, Morehead State University, 1968 and 1970.
Elected to Blue Key National Honor Society, 1968.

AREAS OF INTEREST

Program Evaluation
Assessment and measurement
Human cognition and decision making
Behavioral management systems

PROFESSIONAL WORK EXPERIENCE

September 1978
to Present

Assistant Professor (1978 -1982), Associate Professor, (1983-1986), Professor (1987 -Present) The University of Tennessee at Chattanooga, Chattanooga, Tennessee.
Responsibilities: Teach courses to graduate students in programs in special education, school psychology and instructional technology (masters and educational specialist) and learning and leadership (doctoral).

August 1976 -
August 1978

Assistant Professor of Special Education, Department of Learning and Development, and Director of Development and Implementation, Illinois Regional Resource Center, Northern Illinois University, DeKalb, Illinois.
Responsibilities: Coordinate Demonstration Centers; direct development and production of statewide training materials; provide technical assistance to the SEA and LEAs; teach courses in the areas of assessment, characteristics of special populations, and school psychology; coordinate graduate practicum and Prescriptive Educational Laboratory; provide liaison to School Psychology Program in Department of Psychology.

May 1975 –
July 1976

School Psychology Internship at the Indiana University Developmental Training Center (University Affiliated Facility), Bloomington, Indiana.
Responsibilities: Provide direct psychological services to developmentally disabled clients; coordinated the analysis of community resources involved in deinstitutionalization of a regional hospital; train personnel at the IU-DTC, administer staff and resources of the Alternate Care Project.

UNIVERSITY TEACHING (selected coursework)

University of Tennessee at Chattanooga - Chattanooga (1978 - Present)

Foundations of Human Learning (hybrid)
Measurement, Evaluation and Assessment (hybrid)
Cognitive Aspects of Decision Making (hybrid)
Measurement Aspects of Decision Making (hybrid)
Dissertation (over 25 papers)
Planning and Implementing Technology (on line)
Program Evaluation (on line)
Teaching and Learning (on line)
Academic and Behavioral Evaluation
Advanced Individual Assessment Techniques
Advanced Research Techniques
Affective and behavioral Assessment
Behavioral Intervention and Consultation
Classroom Management in Special Education
Clinical Teaching
Diagnosis of Educational Problems
Survey of Exceptional Learners
Foundations of Services to Exceptional Individuals
Individual Ability Testing
Individual Educational Assessment Techniques
Methods of Educational Research
Nature and Characteristics of Educational Disabilities
Planning and Implementing Technology in Schools (on-line)
Programming for Exceptional Individuals
Research Methods in Industrial/Organizational Psychology
Seminar in Special Education (over 150 papers)
Capstone (over 25 papers)

Northern Illinois University - DeKalb (1976 - 1978)

Educational Diagnostics for Exceptional Children
Graduate Practicum in Special Education
The Handicapped in Early Childhood
Introduction the Learning Disabilities

Introduction to School Psychology
Learning Disabilities in Children
Methods and Materials in the Education of Emotionally Disturbed Children
Psychoeducational Measurement for Exceptional Children
Thesis

Indiana University - Bloomington (1974 - 1976)
Psychoeducational Assessment of Special Children

UNIVERSITY SERVICE (selected work and dates)
Retention, Tenure and Rank Committee (2015, 2018)
Faculty Senate (2004-2006)
Faculty Search Committees (2003-2006)
Writing Committee – A Proposal to the Siskin Foundation for Chair of Excellence and a Program for Student Scholars 2004
Writing Committee - Proposal for Doctoral Degree in Education 2000-2002
College Access Advisory Committee 1999
Chair, Search for GSD Head 1998
CEAPS Curriculum Committee 1997 to present
Tenure and promotion Committee 1993 to present
Graduate Council 1994 and 1995
Petitions Committee 1993 to 1997
UTC Human Subjects at Risk Committee 1978-1994
Appointed to the President's Council, UT – System 1993
Chairman, Committee on Self Study for Graduate Programs, Southern Association on Colleges and Schools. UTC (campus wide), 1979 to 1981.
Faculty Council. UTC (campus wide), 1981 to 1983 and 1985 to 1987.
Faculty Research Committee. UTC (campus wide), 1988 to present.
Graduate Council. UTC (campus wide), 1979 to 1983.
Publications Committee. UTC (campus wide), 1983 to 1985.
Research and Grant Review - UTC (School of Education), 1978 to 1980.
Computer Assisted Instruction - UTC (School of Education), 1978 to 1980.
Graduate Student Advisory - UTC (School of Education), 1978 to 1981.

PROPOSALS (selected)
Co-Author "A doctoral degree in education." Proposal to the University of Chattanooga Foundation, (funded 2000).
Co-Author "Instructional and organizational improvement through facilitative leadership and technology training. Goals 2000 Educate America Act (funded 1997, with Cleveland City Schools).
"College access program." Office of Special Education Demonstration Grant (funded, 1984).
Co-author "Rural education for exceptional teachers." Office of Special

Education Training Grant (funded, 1982; 1985).

"Effects of behavioral objectives on three dimensions of learning: Efficiency, overall (direct and incidental) learning and savings." Faculty research proposal, UTC (funded, 1979).

Co-author "Illinois Regional Resource Center." BEH service grant (funded, 1977).

"Technical assistance to Schaumberg Elementary School District for standardization of local early child screening instrument." LEA technical assistant, grant proposal grant (funded, 1976).

"A Program to train managers of alternate care facilities." State training grant (funded, 1976).

Co-author "Deinstitutionalization of the mentally retarded." SRS demonstration grant (funded, 1974).

"Demonstration program in the training of professionals for service with multiple handicapped children." State of Indiana technical assistance proposal (funded, 1974).

PUBLICATIONS (articles)

Miller, T. L., Guess, P. & Boling, S. (2018). Improving applied practice in school psychology: Considerations for better decision-making. *Trainers Forum, 35*(2), 1-11.

Watson, S. & Miller, T. (2012). LGBT oppression: A Frierian approach to transformation. *Multicultural Education, 19*(4), 2-7.

Watson, S., Miller, T., & Patty, T. (2011). Peer collaboration in an early field experience: A replicable procedure for pre-service teacher trainers. *Education, 131*(4), 798-817.

Watson, S., Carter, P, Miller, T, & Davis, L. (2010). Teachers' perceptions of the effective teacher. *Research in the Schools, 17(2), 11-22.*

Watson, S. & Miller, T. (2009). Classification and the dichotomous key: Tools for identification. *The Science Teacher*, *76*(3), 50-54..

Miller, T, Watson, S, & Rutledge, V. (2007). Message tees and hidden curriculum: Perceptions of pre-service teachers. *Educational Research and Perspectives, 34,* 91-103.

Cooper, M., & Miller, T. L. (2006). Issues regarding in-school suspension and high school students with disabilities. *American Secondary Education, 35(1), 72-83.*

Guess, P. E., Baker, D., Miller, T., & Tucker, J. A. (2006). Early intervention services: Family preferences in identifying natural environments. *Journal of Early Childhood and Infant Psychology, 2, 63-77.*

Watson, S., Miller, T., Johnson, L., & Rutledge, V. (2006). Professional development schools: Graduate performance perceptions of school principals. *The Teacher Educator, 42(2),* 77-86.

Miller, S., Adsit, K., & Miller, T. L. (2005). Evaluating the importance of common components in school based websites: Frequency of appearance and constituents judged value. *Tech Trends, 49*(6), 34-40.

Miller, T. L., Driver, J., McAllister, D., Rutledge, V., & Watson, S. (2005). English language learners preparation in teacher education textbooks: A null curriculum. *Education*, 126(1), 148-157.

Miller, T. L., Davis, L. L., & Denning, F. I. (1999). Collaboration and school planning: Lessons from one experience. *Tennessee Education Leadership Journal, 26,* 48-53.

Miller, T. L., & Sternberg, L. (1983). Measurement in educational research. *Exceptional Education Quarterly,* 4, 18-26.

Sternberg, L., Waldron, P., & Miller, T. L. (1983), Cognitive tempo and cognitive level relationships among mentally retarded children. *Perceptual and Motor Skills, 55*, 463-470.

Miller, T. L., & Davis, E. E. (1981). Can change in intelligence be measured by contemporary techniques? *The Journal of Special Education, 15,* 185-200.

Sabatino, D. A., & Miller, T. L. (1980). The dilemma of diagnosis in learning disabilities: Problems and potential directions. *Psychology in the Schools, 17,* 76-86.

Miller, S. R., Stoneburner, R., & Miller, T. L. (1980). Moving the university to the student: A model for special education training. *Educational Horizons, 58,* 123-126. Reprinted in: *Yearbook of Special Education* (1981) (6th ed.).

Switzky, H., Rotatori, A. F., Miller, T. L., & Freagon, S. (1979). The developmental model and its implications for assessment and instruction for the severely/profoundly handicapped. *Mental Retardation, 17, 1*67-170.

Lamberts, F., & Miller, T. L. (1979). Itard and language pedagogy: A commentary for teachers of children with special language needs. *Language, Speech and Hearing Services in the Schools, 10,* 92-100. (Received Editor's Award for the best paper of 1979.)

Miller, T. L., & Switzky, H. (1979). A review of the least restrictive alternative: Legal, ethical and behavioral implications. *Journal of Education, 161,* 60-80. (Invited paper.) Reprinted in: *The Education Digest,* 1979, 45, 29-32.

Miller, T. L., Sabatino, D. A., & Miller, S. R. (1979). Violent behaviors in the secondary school: Problem and prevention. *School Social Work Quarterly, 1,* 149-162.

Miller, T. L., & Epstein, M. H. (1979). State terminology in behavior disorders. *Psychology in the Schools, 16,* 224-229.

Miller, S. R., Miller, T. L., & Repp, A. C. (1979). The university goes to the student: A model for inservice training. *Contemporary Education, 50,* 155-158.

Miller, T. L., Sabatino, D. A., Miller, S. R., & Stoneburger, R. (1979). Adolescent violent behaviors directed at the schools: Problems and prevention. *Counseling and Human Development, II,* 1-8.

Sabatino, D. A., Heald, J. E., Rothman, S. G., & Miller, T. L. (1978). Destructive norm violating school behavior among adolescents: A review of protective and preventive efforts. *Adolescence, 13,* 675-686.

Miller, T. L., & Sabatino, D. A. (1978). An evaluation of the teacher consultant model as an approach to mainstreaming. *Exceptional Children, 45,* 85-91. Reprinted in: H. Stephens (Ed.) (1977). *Applications of research findings: Proceedings of the 1977 Regional Conference of the American Association on Mental Deficiency.* Madison, WI.

Miller, T. L. (1978). Behavioral and spatial change in response to an altered behavioral setting. *Environmental Psychology and Nonverbal Behavior, 3,* 23-42.

Miller, T. L., & Switzky, H. (1978). The least restrictive alternative. Implications for service providers. *The Journal of Special Education, 12,* 123-131.

Miller, S. R., Miller, T. L., & Repp, A. C. (1978). Are profoundly and severely retarded people given access to the least restrictive environment?: An analysis of one state's compliance. *Mental Retardation, 16,* 123-126.

Switzky, H., & Miller, T. L. (1978). The least restrictive alternative. *Mental Retardation, 16, 5*2-54. Reprinted in *New Dimensions,* 1978, *I*, 3-5.

Miller, S. R., Miller, T. L., & Sabatino, D. A. (1977). Influence of visual and perceptual discrimination on drawings by children. *Perceptual Motor Skills, 44,* 479-487.

Lloyd, J., Sabatino, D. A., Miller, T. L., & Miller, S. R. (1977). Proposed federal guidelines: Some open questions. *Journal of Learning Disabilities, 10,* 69-71.

Pappas, V. C., Smead, V. S., Miller, T. L., & Tracy, M. L. (1976). *Deinstitutionalization: An ecological approach.* Bloomington: Indiana University Press. Reviewed: *Amicus,* 1977, *2*, 33.

Gillespie, P., Miller, T. L., & Fielder, V. D. (1975). Legislative definitions of learning disabilities: Roadblocks to effective service. *Journal of Learning Disabilities, 8,* 660-666.

Frazier, W. G., Miller, T. L.,, & Epstein, L. (1975). Bias in prediction: A test of three models with elementary school children. *Journal of Educational Psychology, 67,* 490-494.

Epstein, L., & Miller, T. L. (1974). The need for educational experience in the training of school psychologists. Washington: *American Psychological Association Division 16 Newsletter.*

Miller, T. L. (1974). Environmental effects - Unwanted child of psychological assessment. Washington: *American Psychological Association Division 16 Newsletter.*

Harty, H., Miller, T. L., & Wang, A. (1973). The efficacy of ad hoc service teams as perceived by program directors. *Division of Teacher Education Forum.* School of Education, Indiana University.

PUBLICATIONS (books)

Miller, T. L., & Davis, E. E. (Eds.). (1982). *The mildly handicapped student.* New York: Grune & Stratton.

Sabatino, D. A., Miller, T. L., & Schmidt, C. (Eds.). (1981). *Learning disabilities: Systemizing teaching and service delivery.* Germantown, MD: Aspen.

Sabatino, D. A., & Miller, T. L. (Eds.). (1979). *Describing learner characteristics of handicapped children and youth.* New York: Grune & Stratton.

PUBLICATIONS (book chapters or as noted)

Miller, T. (2012). Eye hand Coordination. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). (pp.1019-1020) Hoboken, NJ: John Wiley and Sons.

Chittooran, R., & Miller, T. L. (1998). Informal assessment. In B. Vance (Ed.), *Psychological assessment of children.* (2nd ed.). New York: Wiley.

Miller, T. L. (1993). Best practices in informal assessment. In B. Vance (Ed.), *Best practices in assessment.* Brandon, VT: Clinical Psychology Publishing.

Miller, T. L. (1987). Learner Taxonomies. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth.* (pp. 920-921) New York: Wiley. Second printing 1999.

Miller, T. L. (1987). Systems of classification. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A Reference for the education of the handicapped and other exceptional children and youth.* (pp. 1529-1530). New York: Wiley. Second printing 1999.

Miller, T. L. (1987) Classroom Management. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth.* (pp. 345-346). New York: Wiley. Second printing 1999.

Miller, T. L. (1987) High incidence handicapped. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth.* (pp. 779-781). New York: Wiley. Second printing. 1999.

Miller, T. L. (1987) Eye-hand coordination. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth.* New York: Wiley. Second printing 1999. Third printing (in press)

Miller, T. L., & Davis, E. E. (1982). The mildly handicapped: A rationale. In T. L. Miller & E. E. Davis (Eds.), *The mildly handicapped student.* (pp. 3-16). New York: Grune & Stratton.

Miller, T. L., & Miller, B. B. (1981). Formal assessment of learning disabled children and youth. In D. A. Sabatino, T. L. Miller & C. Schmidt (Eds.) *Learning Disabilities: Systemizing teaching and service delivery.* (pp. 25-71). Germantown, MD: Aspen.

Miller, T. L., & Miller, B. B. (1981). Informal assessment of learning disabled children and youth. In D. A. Sabatino, T. L. Miller & C. Schmidt (Eds.), *Learning Disabilities: Systemizing teaching and service delivery.* (pp. 73-110). Germantown, MD: Aspen.

Miller, T. L., & Dyer, C. O. (1980). Role-model complements of school psychology with special education. In L. Mann & D. A. Sabatino (Eds.), *Fourth review of special education.* (pp. 391-428). New York: Grune & Stratton.

Miller, T. L. (1981). Accountability in deinstitutionalization: Individual treatment plans. In M. L. Tracy & S. L. Guskin (Eds.), *Deinstitutionalization A reorganization of the delivery of services to the developmentally disabled.* (pp. 28-36). Bloomington: Indiana University Press.

Bersoff, D. N., & Miller, T. L. (1979). Ethical and legal issues of behavioral assessment. In D. A. Sabatino & T. L. Miller (Eds.), *Describing learner characteristics of handicapped children and youth.* (pp. 131-162). New York: Grune & Stratton.

Miller, T. L. (1979) A review of the psychometric approach to measurement. In D. A. Sabatino & T. L. Miller (Eds.), *Describing learner characteristics of handicapped children and youth.* (pp. 131-162). New York: Grune & Stratton.

Sabatino, D. A., & Miller, T. L. (1979). The measurement of perceptual-cognitive behaviors. In D. A. Sabatino & T. L. Miller (Eds.), *Describing learner characteristics of handicapped children and youth.* (pp. 131-162). New York: Grune & Stratton.

Miller, T. L., Sabatino, D. A. & Sternberg, L. (1978). Informal assessment of secondary youth in trouble. In D. A. Sabatino & A. Mauser (Eds.), *Specialized education in secondary schools.* (pp. 299-341). Boston: Allyn & Bacon.

PUBLICATION (educational material reviews)

Miller, T. L. (1978). Review of *Light's retention scale.* by H.W. Light. *Journal of Learning Disabilities, II,* 529.

Miller, T. L. (1978). Review of *The educational and social needs of children with severe handicaps* (2nd ed.) by M. Stevens. *Journal of School Psychology, 16,* 285-287.

EDITORIAL AND REVIEW EXPERIENCE

Book outlines and chapters:
Grune & Stratton
Guilford Publications
SUNY Press
Allyn and Bacon

Editorial experience:
Associate Editor: *Exceptional Children*, 1978 to 1984.

Revised 09-10-19

Editorial Consultant: *Mental Retardation,* 1978 to 1981.
Editorial Advisory Board: *Techniques,* 1984 to 1986.
Member: APA Division 16 Publications Committee, 1979 to 1984.
Associate Editor for Special Topics: *The Journal of Special Education,* 1979 to 1988.
Associate Editor for Special Topics: *The Journal of Special Education,* 1979 to 1988.
Issues include:

Meta analysis and research in special education, 1984.
The Kaufman Assessment Battery for Children.
The training of intelligence: Implications for special education, 1981.

PRESENTATIONS AND WORKSHOPS (selected)

Carter, P., Watson, S., Miller, T, & Davis, L. (October 2011). Teacher perceptions of quality instruction: A longitudinal investigation of middle schools within a single Tennessee district. Pennsylvania Educational Research Conference, Philadelphia, PA.

David, J., & Miller, T. (August 2011). Using data to direct instruction: The data informed history instruction model. Teaching American History Annual Project Directors Conference, Washington, DC.

Carter, P., Miller, T., & Watson, S. (June 2010). Teachers' perceptions of the effective teacher. Ethnographic and Qualitative Research Conference, Cedarville, OH.

Carter, P., Miller, T., & Davis, L. (November 2009). A longitudinal investigation of middle school teachers' perceptions of quality instruction. Mid-South American Educational Research Association, Baton Rouge, LA.

Miller, T., & Hill, W. (February 2006). Using data to make decisions and communicate results. Smaller Learning Communities Leadership Institute, OESE and Northwest Regional labs invited presentation to SLC grant recipients, Tampa.

Guess, P., Baker, D., & Miller, T. L. (March 2005). Family preferences in identifying natural environments. National Association of School Psychologists, Atlanta.

Bender, R., Davis, L., Denning, R., & Miller, T. L. (November 1996). Strategic Planning Process: A School, Community and University Planned Vision. Tennessee School Board Association's annual conference, Nashville, Tennessee.

Miller, T.L. (1988, October). Attention Deficit Disorder: Current Perspectives. Presentation at the Tennessee Conference on Social Welfare, Chattanooga, Tennessee.

Miller, T. L., & Davis, E. E. (1986, March). Transition from Secondary to Post-Secondary Environments. Regional conference sponsored by Closer Look and the University of Tennessee-Knoxville, Knoxville, Tennessee.

Miller, T. L. (1983, March). Teacher Improvement of the Informal Assessment Procedure : Instructional Implications. Second Annual Conference in Special and Remedial Education, Ocean City, Maryland.

Miller, T. L. (1979, June). Specific Formal and Informal Assessment of Reading. Three day Workshop for Teachers, Carbondale, Illinois.

Miller, T. L. (1978, October). Teacher Consultants: An Emerging Trend in Special Education. presentation to the Faculty of the School of Education, The University of Tennessee at Chattanooga, Chattanooga, Tennessee.

Miller, T. L. (1977, May). Implications of the Least Restrictive Alternative for the Ethical Behavior of Service Providers. In A. Repp (chair), Legal and Ethical Issues for Retarded Persons in Public Schools and Institutions. Symposium presented at the Annual Meeting of the American Association on Mental Deficiency, New Orleans.

Dietz, D. E., Miller, T. L. & Repp, A. C. (1977, May). Reinforcement Based Reductive Programs: Training and Monitoring Staff Performance. In A. Repp (chair), Positive Approaches to Modifying Undesirable Behavior in Retarded Persons. Symposium presented at the Annual Meeting of the American Association on Mental Deficiency.

Miller, T. L. (1977, January). Aspects of Student Measurement at the College Level. Address to the Faculty, Rock Valley College, Rockford, Illinois.

Miller, S. R., Miller, T. L., & Lotsof, A. B. (1976, October). Get that Brat Off My Back. Paper presented at the Annual Meeting of the Illinois Council for Exceptional Children.

Tracy, M. L., Miller, T. L., & Barbarck, J. (1976, April). Toward the Development of a Handbook for Conducting Placement Hearings on Public Schools. University Affiliated Facilities

Miller, T. L. (1976, April). Environmental Research and Institutionalized Mentally Retarded. Paper presented at the Henry L. Smith Conference on Educational Research, Bloomington, Indiana.

Tracy, M., Miller, T. L., & Pappas, V. C. (1976, April). Deinstitutionalization: An Ecological Approach. Paper presented at the 54th Annual International Convention of the Council for Exceptional Children, Chicago.

Miller, T. L. (1975, September). New Directions in Assessment and the Deinstitutionalized Client. Paper presented at the Great Lakes Area Regional Resource Center, Grand Rapids, Michigan.

Miller, T. L. & Pappas, V. (1974, October). Attitudes - Barriers to the Education of the Handicapped. Paper presented at the 13th Annual Governor's Conference on the Handicapped, Indianapolis, Indiana.

Miller, T. L. (1974, July). Aspects of test Bias. Workshop module for the Indiana University School of Education Multicultural Program, Summer Institute for Desegregation, Indianapolis, Indiana.

Miller, T. L. (1973, November). The Decision Making Process of Case Conferencing. Workshop module of the Fort Wayne, Indiana, Public Schools.

MISCELLANEOUS ACTIVITIES

Evaluator, Chattanooga State Community College Veteran's Support Grant
Lead Evaluator, Appalachian Corridor Teaching American History Grant

Lead Evaluator, Consortium of Rural Educators Teaching American History Grant
Lead Evaluator, River City Teaching American History Grant
Lead Evaluator, Sequatchie County (Tennessee) Teaching American History Grant
Evaluator, Schools for a New Society, Public Education Foundation, Chattanooga, Tennessee
Evaluator, Middle Schools for a New Society Public Education Foundation, Chattanooga, Tennessee
Evaluator, Teacher Quality, Public Education Foundation, Chattanooga, Tennessee (current)
Evaluator, Project Even Start, Walker County (GA)
Evaluator, Southeastern Institute for Education in the Arts
Evaluator, Project INTEC Walker County (GA) Schools
Evaluator, Cleveland City Schools (TN) Strategic Planning Activities, Academic Academy Implementation
Evaluator, Polk County (TN) Family Life Program
Evaluator, Hamilton County (TN) Standards Program
Past Member, State of Tennessee School Leadership Development Network
Past Member, State of Tennessee Reading First Cadre
Past Director, Friends of the Festival (Chattanooga Riverbend Festival – water front activities)

Elizabeth R. O'Brien

Elizabeth-OBrien@utc.edu Phone: 423.425.4544

Education

May 2007	Doctor of Philosophy, Counselor Education University of Central Florida Orlando, Florida CACREP/NCATE Accredited SACS Accredited
December 2002	Educational Specialist Marriage and Family Counseling University of South Carolina Columbia, South Carolina CACREP accredited program
December 1999	Bachelor of Arts University of South Carolina Sociology

Academic Appointments

2016-Ongoing	Associate Professor (12-month line) University of Tennessee at Chattanooga School of Professional Studies
2013-2015	Associate Professor (9-month line) University of Tennessee at Chattanooga School of Education
2007-2013	Assistant Professor (9-month line) University of Tennessee at Chattanooga School of Education
2005-2007	Graduate Assistant Doctoral Coordinator's Assistantship University of Central Florida Dept. of Child, Family & Community Sciences

2005	Graduate Research Assistant Florida Marriage and Family Research Initiative Grant University of Central Florida Dept. of Child, Family & Community Sciences
2004-2005	Graduate Assistantship Community Counseling Clinic University of Central Florida Dept. of Child, Family & Community Sciences

Administrative Appointments

2018-Ongoing	Executive Director UTC Counseling Center UTC Academic Affairs Division Chattanooga, Tennessee
2016-2018	Interim Director UTC Counseling Center UTC Academic Affairs Division Chattanooga, Tennessee
2015-Ongoing	UTC Counselor Education Program Director College of Health, Education and Professional Studies School of Professional Studies
2015-Ongoing	UTC CACREP Liaison College of Health, Education and Professional Studies School of Professional Studies
2015-Ongoing	UTC NBCC Liaison College of Health, Education and Professional Studies School of Professional Studies
2010-Ongoing	UTC Clinical Mental Health Counseling Program Coordinator College of Health, Education and Professional Studies School of Professional Studies
2008-2010	UTC Community Counseling Program Coordinator College of Health, Education and Professional Studies School of Education

2011-2012	UTC CACREP Liaison College of Health, Education and Professional Studies School of Education

Clinical Experience

2016-2018	Support Group Facilitator Erlanger Metabolic & Bariatric Surgery Center Chattanooga, Tennessee
2012-Ongoing	Private Practice Counselor Alternatives Counseling Associates Chattanooga, Tennessee
2009-2012	PRN Social Services Counselor Parkridge Valley Hospital Chattanooga, Tennessee
2004	Mental Health Professional II Lexington County Mental Counseling Fulmer Middle School &Lakeview Education Center West Columbia, South Carolina
2002-2003	Mental Health Professional I Lexington County Mental Health Davis Elementary School & Lakeview Alternative School West Columbia, South Carolina
2002	Therapist Intern Lexington County Mental Health Davis Elementary School & Airport High School West Columbia, South Carolina
2002	Therapist Intern Sistercare Inc Columbia, South Carolina
2002	Therapist Intern Barnes Learning Center Columbia, South Carolina
2002	Therapist Intern Carolina Pastoral Counseling Center Columbia, South Carolina

2000-2002	Therapist Intern Epworth Children's Home Counseling Center Columbia, South Carolina

Licenses and Certifications

June 2018	Mental Health First Aid Certified Trainer
June 2018	Koru Training: Mindfulness for Emerging Adults
September 2017	Quality Matters (APPQMR)
January 2017	Mindfulness Based Stress Reduction
August 2016	Chattanooga Women's Leadership Institute
July 2016	Tennessee Board Licensed Supervisor
January 2016	Youth Mental Health First Aid Certified Trainer
January 2016	Youth Mental Health First Aid Certified
November 2015	200 Hour Certified Yoga Teacher (CYT)
July 2015	ACA Leadership Training
June 2015	UT System Leadership Training
January 2015	Tennessee Licensure Board Certified Supervisor
January 2015	UTC Course Redesign Program
June 2014	AACTE Leadership Training
July 2014	ACA Leadership Training
July 2014	SACS Summer Institute Training
July 2012	West Virginia Licensed School Counselor # 8559
January 2011	Tennessee Licensed Professional Counselor & Mental Health Service Provider # 2669 (LPC-MHSP)
September 2006	Emerging Leaders Workshop, Southern Association of Counselor Education and Supervision

March 2005 Prepare/Enrich Training

Teaching

Fall 2007- Ongoing University of Tennessee at Chattanooga

COUN 5020: Introduction to the Counseling Profession
COUN 5100: Ethical Issues in Counseling
COUN 5430: Theories of Human Development
COUN 5450: Counseling Skills
COUN 5480: Counseling Appraisal Instruments
COUN 5500: Human Sexuality for Counselors
COUN 5530: Couples, Marriage and Family Counseling
COUN 5540: Theories and Techniques of Counseling
COUN 5550: Counseling Practicum
COUN 5590: Counseling Internship
COUN 5630: Introduction to Supervision for Counselors
COUN 5680: Counseling Couples
COUN 5760: Multicultural Counseling
COUN 5780: Advanced Family Counseling
EDUC 5030: Current Topics in Education: Interviewing and Focus Groups
LEAD 7991: Ethical Aspects of Decision Making *co-instructed with E. Crawford*

Fall 2004-Spring 2007 University of Central Florida

MHS 2441: Marriage and Intimate Relationships
MHS 6401: Techniques of Counseling
MHS 6420: Counseling Special Populations *Co-Instructed with Sandra Pollock*
MHS 6500: Group Procedures and Theories in Counseling
Co-Facilitated Experiential Personal Growth Group with Lorie Welsh
Co-Facilitated Experiential Personal Growth Group with Emeric Csaszar
MHS 6803: Counseling Practicum
IDS 7501: Issues and Research in Education *Co-Instructed with Mike Robinson*

Related Work Experience:

Consultation:

2019 Girl Scout Council of the Southern Appalachians
Human Development for Girls from Early Childhood through Adolescence

2015 Northeast Alabama Community College
Student Success Strategic Plan Consultation

2013 B.U.S.Y. Bodies Wellness Consultation for Participants

Dissertation Committees:

Yother, J. (2013). *The impact of specialized treatment on the empathy levels of urban, low-income, middle-aged elementary school students.* Committee Member.

Harbison, J. (2016). *The impact of video gaming on managers' adaptive leadership skills: Do millennials have an advantage?* Committee Member.

Jaynes, M. (2014). *An investigation into the transactional vs. transformational instructional deliver style in a freshman-level literature course at a Southeastern American university.* Committee Member.

Lamberson, Elizabeth (ongoing). *Does walking worthy walk worthy*? Committee Member.

Mayer, Crystal (ongoing). Co-methodologist/Committee Member

McPherson, Joyce (ongoing). Co-methodologist/Committee Member

Patterson, T. (ongoing). Committee Member.

Porter, M. (ongoing). Committee Member

Scruggs, A. (ongoing). *Cultural responsiveness of Tennessee school counselors: An exploration of perceptions of multicultural counseling competence*. Committee Member.

Stark, G. (2016). *The relationship of the attributional dimensions of emotional differentiation on attributional dimensions of technology readiness for orthotic and prosthetic clinicians*. Committee Member

Ward, A. (2018). *Teacher expectations of student achievement among primary school teachers in Togo, West Africa: An analysis of beliefs and cultural values.* Committee Member

Slater, L. B. (2014). *The effect of faith on anger expression in southern women*. Committee Member (Regent University)

Young, S. (2017). *An examination of leadership styles among virtual school principals.* Methodologist/Committee Member.

Invited Guest Speaker:

Fall 2017

Guest Speaker for MOC Lead
Topic: Stress and Time Management

Fall 2016

Guest Speaker for The United Federation of Woman's Clubs-Capitol Chapter
Topic: Leadership

Spring 2016

Girl Scouts of the Southern Appalachians
Topic: Mental Health First Aid for Camp Counselors

Girl Scouts for the Southern Appalachians
Topic: Leadership and Communication

Fall 2015

Guest Speaker for the Partnership for Children and Families & Family Justice Center
Topic: Wellness and Clinician Impairment

Spring 2015

Guest Instructor for Nurse Practitioner Course 5590 (Four 2 hour lectures)
Topic: Interviewing Skills

Guest Instructor for Tennessee Licensed Professional Counselor Association
Topic: Supervision and Ethics Training

Guest Speaker for Sigma Theta Tau Spring Conference
Topic: Wellness

Fall 2014

Guest Speaker for UTC Social Work Department
Topic: Team Building

Guest Speaker for B. U. S. Y. Bodies
Topic: Reconnecting with God: Mind, Body, and Spirit

Guest Speaker for Girl Scouts of the Southern Appalachians
Topic: Recognizing the Signs and Symptoms of Child Abuse

Guest Speaker for Chattanooga School for the Arts and Sciences
Topic: Parenting Wellness

Guest Speaker for B. U. S.Y. Bodies
Topic: Mindful Eating

Guest Speaker for Girl Scouts of the Southern Appalachians
Topic: Managing Holiday Stress from a Wellness Perspective

Guest Speaker for UTC Career Center
Topic: Careers in Mental Health Counseling

Spring 2014

Guest Speaker for B.U.S.Y. Bodies
Topic: Love Notes: How to Care for Yourself as You Care for Others

Guest Speaker for West Virginia Women's Club
Topic: Incorporating Principles of Wellness in Everyday Life

Fall 2013

Guest Speaker for Chattanooga School of Arts and Sciences
Topic: Early Childhood Development and Educational Impact

Spring 2013

Guest Speaker for West Virginia Women's Club
Topic: Intergenerational Norms and Mores

Guest Speaker for CSAS Career Fair
Topic: Becoming and Counselor and Counselor Educator
Co-presented with James Meginley, Ph. D.

Guest Speaker for Tennessee Partnership for Children and Families
Topic: Incorporating Principles of Wellness in Everyday Life: Implications for Helping Professionals

Guest Speaker for Southeast Tennessee Association of Alcohol and Drug Abuse Counselors
Topic: Clinical Supervision in the Counseling Field

Fall 2011

Guest Speaker for Tennessee Partnership for Children and Families
Topic: Incorporating Principles of Wellness in Everyday Life: Implications for Counselors

Guest Speaker for UTC Fraternal Organizations
Topic: Conflict Mediation

Summer 2011

Guest Speaker for the Tennessee Licensed Professional Counselors Association
Topic: Incorporating Principles of Wellness in Everyday Life: Implications for Counselors

Fall 2010

Guest Speaker for the Lookout Counseling Association
Topic: Incorporating Principles of Wellness in Everyday Life: Implications for Counselors

Summer 2009

Guest Speaker for UTC Housing and Residence Life Training
Topic: Roommate Conflict Mediation

Spring 2009

Guest Speaker for First Things First Family University
Topic: Rules of the Road for the Information Super Highway: A Guide for Families on Internet Usage.

Guest Speaker in Psi Chi Graduate School Panel
Topic: Forum Regarding Successful Matriculation into Graduate School.

Spring 2007

Guest Speaker in Advanced Research Methods (Instructor: E. H. Robinson III, Ph. D.)
Topic: Implications of Research Design in Advanced Research.

Fall 2006

Guest Speaker in Advanced Research Methods (Instructor: E. H. Robinson III, Ph. D.)
Topic: Implications of Research Design in Advanced Research.

Guest Speaker in Introduction to Counseling (Instructor: Heather L. Smith, Ph. D.) Topic: Assessment in Mental Health Counseling.

Spring 2006

Guest Speaker in Family Systems Counseling (Instructor: Ximena Mejia, Ph. D.) Topic: Creative Techniques in Family Systems Counseling.

Fall 2004

Guest Speaker on University of Central Florida's Diversity Panel (Facilitated by Montse Casado-Kehoe, Ph. D.) Topic: Diversity

Research and Scholarship

Peer Reviewed Publications:

O'Brien, E. (2017). Certified family life educator. In J. Carlson & S. Dermer (Eds.), *The sage encyclopedia of marriage, family, and couples counseling* (Vol. 1, pp. 193-196). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483369532.n60

O'Brien, E. (2014). Family preservation services. In L. H. Cousins (Ed.), *Encyclopedia of human services and diversity* (Vol. 2, pp. 527-529). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483346663.n225

Wilson, M. K., Marczynski, S. & **O'Brien, E. R.** (2014). Ethical behavior of the classical music audience. *Ethical Human Psychology and Psychiatry*, *16*(2).

O'Brien, E. R. & Young, M. E. (2014). The big reframe: Helping couples develop an interactive definition. *The Family Journal*, 22(3), 347-349.

O'Brien, E. R. (2013). Healing personal depression and anxiety. [Review of the book *Healing Personal Depression and Anxiety for Good*] for *Ethical Human Psychology and Psychiatry, 15*(1).

O'Brien, E. R. & Slater, L. (2013). Utilizing creative interventions to explore spirituality. *CSWE Religion and Spirituality Clearinghouse*. http://www.cswe.org/CentersInitiatives/CurriculumResources/50777/58508.aspx

Curry, J. R. & **O'Brien, E. R**. (2012). Shifting to a wellness paradigm in teacher education: A promising practice for fostering teacher stress reduction, burnout resilience, and promoting retention. *Ethical Human Psychology and Psychiatry 14*(3*)*, 178-191.

O'Brien, E. R. & Curry, J. R. (2010). *Preparing emergent counselors to work*

with spiritually diverse clients: Implications for supervision. (ACAPCD-30). Alexandria, VA: American Counseling Association

O'Brien, E. R. & Curry, J. R. (2009). Systemic interventions with alternative school students: Engaging the omega children. *Journal of School Counseling, 7* (24), http://www.jsc.montana.edu/articles/v7n24.pdf

O'Brien, E. R., Curry, J. R. & Welsh, L. J. (2008). Dissertation retreat: How we completed our journey. *NC Perspectives, 1*(2) 2-8.

O'Brien, E. R. (2007). From theory to practice: Transferring expressive techniques from supervision to counseling. *Journal of Creativity in Mental Heal*th, *2* (3).

O'Brien, E. R., Casado-Kehoe, M. (2006). Myths in counselors' grief and loss. *The New Jersey Journal of Professional Counseling*, *57* (1).

O'Brien, E. R. (2005). Posttraumatic stress disorder and internet addictions. *Journal of Technology in Counseling*, *4* (1).

Magazine Publications:

O'Brien, E. R. & Giordano, A. (2017). Religious/Spiritual concerns among bullying victims: Application of an ethical decision-making model. *Counseling Today*, *59*(12), 40-43

Books:

O'Brien, E. R. & Hauser, M. A., Editors**. (**2015**).** *A Practical Approach to Supervision and Agency Management for Counselors*. New York, NY: Springer Publishing.

University Publications and Reports:

O'Brien, E. R. & Melchior, S. S. (2018) University of Tennessee at Chattanooga CACREP self-study. Chattanooga, TN: Authors

O'Brien, E. R., Gibbs, K. A., Magnus, V., & Hauser, M. (2010) University of Tennessee at Chattanooga CACREP self-study. Chattanooga, TN: Authors

O'Brien, E. R., Hauser, M., Gibbs, K. A., & Magnus, V. (2010). *Counseling Program Practicum & Internship Resource Handbook*. Chattanooga, TN: University of Tennessee at Chattanooga.

Gibbs, K. A., Hauser, M., Magnus, V., & **O'Brien, E. R.** (2010). *Counseling Program Supervisor Handbook* (2nd ed.): University of Tennessee at Chattanooga.

Gibbs, K. A., Hauser, M., Magnus, V., & **O'Brien, E. R.** (2010). *Counseling Student Handbook* (2nd ed.). University of Tennessee at Chattanooga.

Blogs:

O'Brien, E. R. (2016, May, 20). A counselor's thoughts on HB 1840. Retrieved from http://www.springerpub.com/w/social-work-counseling/counselors-thoughts-on-hb-1840-2/

Grant Writing Experience:

Garrett L. Smith Suicide Prevention Grant, SAMSHA (2017). *Under review*

University of Tennessee Alliance of Women Philanthropists: Mental Health First Aid Training for college students (2016). *Unfunded*

Garrett L. Smith Suicide Prevention Grant, SAMSHA (2016). *Unfunded*

Community Foundation of Greater Chattanooga: MHFA Training (2016). *Unfunded*

Ruth S. Holmberg Grant: Book Prospectus (2016). *Unfunded*

Community Foundation of Greater Chattanooga: YMHFA Training (2015). *Funded* $10,000

University of Tennessee at Chattanooga: Faculty Research Grant (2012). *Funded $1,200.00*

Community Foundation of Greater Chattanooga: Family Social Skills Intervention (2009). *Unfunded.*

University of Tennessee at Chattanooga: Faculty Development Grant (2008). *Funded $1000.00*

Association of American University Women: Publication Grant (2007). *Unfunded*

Association for Assessment in Counselor Education: The Donald Hood Graduate Student Research Grant (2007). *Unfunded*

The Golden Rule Foundation-National Schools of Character Screening Project (2006). *Funded $5000.00*

The B.E.S.T. Project with Sistercare of Richland and Lexington Counties of South Carolina (2002). *Funded $10,000.00*

Research Studies:

O'Brien, E. R. & Cooley, M. (2016-2017). *YMHFA in Chattanooga*. Mixed-method research design study conducted with funds from the Community Foundation of Greater Chattanooga.

O'Brien, E. R., Bohannon, R. (2012-2014*). Loving Kindness Meditation for Women in Transition*. Conducted single-subject research design study at The Next Door for individuals with co-occurring disorders.

Crawford, E. K., **O'Brien, E. R**. & Rausch, D. (2012). *Examining Hybridized Learning with Counseling Students.* Conducted survey research with students engaged in hybridized course delivery.

O'Brien, E. R. (2005-2006). *Counselor Education Students with Disabilities.* Conducted interviews of counseling students to discuss the challenges and triumphs they have experienced as counselors with disability.

O'Brien, E. R. & Pollock, S. (2006). *Scholarship of Teaching and Learning: Examining Students' Perceptions of Change after an Experiential Course in Counseling Special Populations.* Co-conducted a mixed methods research study examining both quantitative and qualitative data. Examined students' perceptions of change via examining themes in reflective journals and personality assessment over a sixteen week period.

Articles Submitted for Publication:

O'Brien, E. R., et al. (under review). Facilitating students' career development through community engagement and placements. (submitted to: *Metropolitan Universities Journal*)

O'Brien, E. R., Bodnar, J., King, B., Seibert, N. (under review). Polyamorous relationships: Considerations for counselors. (submitted to: *Journal of Humanistic Counseling*)

Manuscripts in Preparation for Submission:

O'Brien, E. R. (in preparation). Looking for a life raft. [Review of the book: *In Case of Spiritual Emergency*] for *Journal of Near-Death Studies*.

O'Brien, E. R. (in preparation). Trees. [Review of the book: *The Man Who Planted Trees*] for *Journal of Near-Death Studies*.

Monographs:

O'Brien, E. R. (2009). *Counselor wellness and client outcomes: Exploring the*

relationship between master's level counseling practicum students' wellness and their clients' outcomes. Saarbruken, Germany: VDM Verlag.

Book Chapters:

O'Brien, E. R. & Gill, C. S. (2018). Special issues and interventions related to spiritual issues. In Gill, C. S. & Freund, R., *The Intersection of Spirituality and Religion in Counseling*. New York, NY: Routledge.

Young, M. E., & **O'Brien, E. R.** (2006). Infidelity in couples counseling. In M. E. Young & L. Long, *Counseling and Therapy for Couples* (2nd Ed.). Cincinnati, OH: Brooks/Cole Publishing Company.

Professional Presentations

International

Giordano, A., **O'Brien, E. R.,** McPherson, A. W. (2016, April). *Addressing Spiritual and Religious Concerns among Bullying Victims: Application of an Ethical Decision Making Model*. Paper accepted at the American Counseling Association, Montreal, Canada.

Curry, J. R., Gitner, G., Gitner, M., & **O'Brien, E. R**. (2008, November). *Battling client problematic internet use: A holistic wellness based approach to assessment, prevention and intervention.* Paper presented at the European Based-American Counseling Association, Neiderhausen, Germany.

O'Brien, E. R. & Robinson, E. H. (2007, May). *The relationship between counseling students' wellness and client outcomes.* Paper presented at the British Association for Counselling & Psychotherapy, York, England.

Robinson, E. H., **O'Brien, E. R.,** Robinson, S. L., Curry, J. R., & Young, M. E. (2007, May). *Promoting best practices in counseling and counselor education utilizing a university community counseling clinic research database.* Paper presented at the British Association for Counselling & Psychotherapy, York, England.

O'Brien, E. R., Robinson, E. H., Robinson, S. L., & Curry, J. R. (2006, November). *Reflections on altruism: A qualitative study.* Paper presented at the European Based-American Counseling Association, Bad Herrenalb, Germany.

O'Brien, E. R., & Pechersky, K. (2006, April). *Reintegrating military couples and families upon return from deployment*. Paper presented at the American Counseling Association, Montreal, Canada.

Young, M. E., **O'Brien, E. R.**, & Erikson, B. (2006, April). *Treating infidelity in light of culture*. Paper presented at the American Counseling Association, Montreal,

Canada.

Young, M. E., **O'Brien, E. R**., & Livingston, T. M. (2005, January). *Integrative couples therapy*. Paper presented at the International Association for Marriage and Family Therapists, New Orleans, Louisiana.

O'Brien, E.R. & Curry, J.R. (2005, January). *A collaborative approach to family therapy for mental health and school counselors.* Paper presented at the International Association for Marriage and Family Therapists, New Orleans, Louisiana.

Robinson, E.H., Robinson, S.L., & **O'Brien, E.R**. (2004, October). *Children's fears*. Paper presented at the European Based-American Counseling Association, Sonothofen, Germany.

National

O'Brien, E. R., Giordano, A., & Schmidt, E. (2019). *Our professional is personal.* Paper accepted at the American Counseling Association Conference, New Orleans, LA.

O'Brien, E. R. (2019). *Bracketing and harmonious disagreement: Engaging with clients and each other to move the helping mission forward.* Invited paper presentation at the Christian Association for Psychological Studies Conference, Dallas, TX.

O'Brien, E. R., Giordano, A., & Slater, L. (2018). *Our professional is personal.* Paper accepted at the Association for Spiritual, Ethical, and Religious Values in Counseling Conference, Dallas, TX.

O'Brien, E. R. & Dailey, S. (2018). *Diverse voices in religion and spirituality*. Invited presentation at the American Counseling Association Conference, Atlanta, GA.

O'Brien, E. R., Giordano, A., & Beijan, L. (2017). *Addressing spiritual and religious concerns among bullying victims.* Paper accepted at the Association for Spiritual, Ethical, and Religious Values in Counseling Conference, Richmond, VA.

Pierce, L. M. & **O'Brien, E. R.** (2017). *Utilizing the eight limbed spiritual path from yoga when working with trauma survivors*. Paper accepted to the Association for Spiritual, Ethical, and Religious Values in Counseling Conference, Richmond, VA.

O'Brien, E. R. & Glosoff, H. (2017). *The business side of counseling: Leadership and the fundamentals of agency management*. Paper accepted at the American Counseling Association Conference, San Francisco, CA.

O'Brien, E. R. & Hagedorn, W. B. (2017*). Honoring both religious/spiritual and sexual*

diversity: Is it possible? Paper accepted at the American Counseling Association Conference, San Francisco, CA.

Giordano, A. & **O'Brien, E. R.** (2015, July). *Integrating Religion and Spirituality in Counseling: Ethical Considerations.* Paper presented at Association for Spiritual, Ethical, and Religious Values in Counseling, New York, NY.

O'Brien, E. R., et al. (2014, October). *Facilitating students' career development though community engagement placements and work embedded experiences*. Paper accepted at Coalition for Urban and Metropolitan Universities, Syracuse, NY.

O'Brien, E. R. (2014, March*). Lovingkindness meditation: results from a nine-week study*. Paper accepted at the American Counseling Association, Honolulu, HI.

O'Brien, E. R., Rutledge, V. C., & Johnston, L. (2013, October). *Loving kindness meditation for women in transition: Linking university research to three urban areas in Tennessee.* Paper presented at the Coalition of Urban and Metropolitan Universities, Louisville, KY.

Ford, D., Johnston, L., Rutledge, V. C., & **O'Brien, E. R.** (2013). ThinkAchieve grant program: Opportunities for experiential learning within and beyond the classroom. Paper presented at the Coalition of Urban and Metropolitan Universities, Louisville, KY.

O'Brien, E. R. (2013, March). *Loving kindness meditation for women in transition.* Paper presented at the American Counseling Association, Cincinnati, OH

O'Brien, E. R. & Bohannon, R. (2012, October) *Loving kindness meditation for women in transition: Insights from a community partnership*. Paper presented at the Coalition of Urban and Metropolitan Universities, Chattanooga, TN

O'Brien, E. R. & Leppma, M. (2012, June). *Utilizing creative interventions when working with supervisee to develop their spiritual awareness*. Paper presented at the Association for Spiritual, Ethical and Religious Values in Counseling, Santa Fe, NM.

Czsasar, E., Curry, J. & **O'Brien, E. R.** (2012, June). *The effective of loving kindness meditation on student teachers' stress and empathy*. Paper presented at the Association for Spiritual, Ethical and Religious Values in Counseling, Santa Fe, NM.

Curry, J. R. & **O'Brien, E. R**. (2012, March). *Preparing emergent counselors to work with spiritually diverse clients: Implications for supervision*. Paper presented at the American Counseling Association. San Francisco, California

Gibb, K. A., **O'Brien, E. R.,** Hauser, M. (2011, October). *Counseling children in*

schools, families and community agencies: Ethical implications for your consideration. Paper presented at the Association for Counselor Education and \ Supervision. Nashville, Tennessee

O'Brien, E. R. (2011, June). *Preparing emergent counselors to work with spiritually diverse clients: Implications for supervision*. Paper presented at the American Counseling Association, New Orleans, Louisiana.

Curry, J. R., **O'Brien, E. R**., & Csaszar, E. (2010, August). *Spiritual timelines*. Paper presented at the Association for Spiritual, Ethical and Religious Values in Counseling, Myrtle Beach, South Carolina.

O'Brien, E. R. & Curry, J. R. (2010, August). *Preparing emergent counselors to work with spiritually diverse clients: Implications for supervision*. Paper presented at the Association for Spiritual, Ethical and Religious Values in Counseling, Myrtle Beach, South Carolina.

Welsh, L. J. & **O'Brien, E. R.** (2009, March). *Examining the relationship between Master's level counseling students' skill proficiency and client outcomes*. Paper presented at the American Counseling Association, Charlotte, North Carolina.

O'Brien, E. R. & Welsh, L. J. (2007, November). *Promoting best practices in counseling and counselor education utilizing a university community counseling clinic research database.* Paper presented at the Association for Assessment in Counselor Education, Atlanta, Georgia.

O'Brien, E. R. & Curry, J. R. (2005, October). *A collaborative approach to family therapy for mental health and school counselors*. Paper presented at the Association for Counselor Education and Supervision, Pittsburgh, Pennsylvania.

Young, M. E. & **O'Brien, E. R**. (2005, October). *Problems in teaching students techniques*. Paper presented at the Association for Counselor Education and Supervision, Pittsburgh, Pennsylvania.

Robinson, E.H., Pollock, S. A., Johnson, N., **O'Brien, E.R**., & Curry, J. E. (2005, April). *Children's fears*. Paper presented at the American Counseling Association, Atlanta, Georgia.

Young, M., **O'Brien, E.**, & Livingston, T. (2005, April). *Creative couples counseling using the integrative model*. Paper presented at the American Counseling Association, Atlanta, Georgia.

Regional

Gibbs, K., **O'Brien, E. R**., Levingston, K. (2016, October). *Celebrating Student Resilience Through Intentional Remediation*. Paper accepted at the Southern

Association for Counselor Education and Supervision, New Orleans, LA.

O'Brien, E. R. (2008, November). *What does it mean to go deeper? Teaching counseling students how to help clients become self-aware using the therapy process model.* Paper accepted for presentation at the Southern Association for Counselor Education and Supervision, Houston, Texas.

Robinson, E. H., Young, M. E., Curry, J. R., & **O'Brien, E. R.** (2008, November). *Evaluation of student counselors' skills and competencies in an on-campus clinic.* Paper accepted for presentation at the Southern Association for Counselor Education and Supervision, Houston, Texas.

O'Brien, E. R. (2006, September). *Experiential techniques in supervision of counseling students*. Paper presented at the Southern Association for Counselor Education and Supervision, Orlando, Florida

Mejia, X. E., & **O'Brien, E. R**. (2006, September). *Creative solution focused supervision: The bridge activity.* Paper presented at the Southern Association for Counselor Education and Supervision, Orlando, Florida.

Pollock, S. P. & **O'Brien, E. R**. (2006, September). *Assessing graduate students' growth in an experiential special populations course*. Paper presented at the Southern Association for Counselor Education and Supervision, Orlando, Florida.

State

O'Brien, E. R. (2019). *Our profession is personal: Addressing values conflicts in counseling.* Invited presentation at the Tennessee Counseling Association Conference, Nashville, TN.

O'Brien, E. R. (2014, October). *Maintaining wellness to prevent burnout in early childhood education.* Paper accepted at Tennessee Association for Early Childhood Education, Chattanooga, Tennessee.

O'Brien, E. R. & Bohannon, R. (2012, September). *Loving kindness meditation for women in transition*. Paper accepted at the Middle Tennessee Association of Alcoholism and Drug Abuse Counselors. Nashville, Tennessee.

O'Brien, E. R. (2009, November). *Battling client problematic internet use: A holistic wellness based approach to assessment, prevention and intervention.* Paper presented at the Tennessee Counseling Association Conference, Chattanooga, TN.

O'Brien, E. R. (2006, October) *Marriage and intimate relationships: Helping college students*. Paper presented at the Strengthening Families through Education Conference, Orlando, FL.

Welsh, L. J., & **O'Brien, E. R**. (2005, June). *Good grief*. Paper presented at the UCF

Counselor Institute for School and Mental Health Counseling, Orlando, Florida.

O'Brien, E.R., Curry, J.R., & Pollock, S.A. (2004, November). *Children's fears*. Paper presented at the Florida Association for School Counselors, St. Petersburg, Florida.

Gold, J. M., Main, S. K., Meriwether, M. P., **O'Brien, E. R**., Banich, M. A. (2002, May). *Applicant-Theorist-Thechnique-ist-Therapist: The journey toward the clinical autonomy in family therapy.* South Carolina Association of Marriage and Family Therapists, Greenville, South Carolina.

Webinars

Lenhart, A. & **O'Brien, E. R.** (2016, February). *Counseling college students on issues relating to development, spirituality, and religion.* Joint webinar with the American College Counseling Association and the Association for Spiritual, Ethical, and Religious Values in Counseling.

Workshops and Trainings

O'Brien, E. R., Gibbs, K., & Sweeney, J. (2015, September). *Fundamentals of Counseling Supervision*. Workshop presented at Hamilton County Department of Education Offices, Chattanooga, TN.

O'Brien, E. R. & Stein, R. S. (2015, February). Counseling Supervision for LPCs. Workshop presented for the Tennessee Licensed Professional Counseling Association, Chattanooga, TN.

Young, M.E., **O'Brien, E.R**. & Chromy, S. (2004, October). *An Integrative Approach to Couples Therapy.* Learning Institute presented for the European Based-American Counseling Association, Sonothofen, Germany.

O'Brien, E. R., Gibbs, K., & Magnus, V. (2008, February). *Fundamentals of Counseling Supervision*. Workshop presented at the University of Tennessee at Chattanooga.

Media Appearances

Marchand, Katherine. Interview with **Elizabeth O'Brien**. *Talking with Children in the Wake of School Violence.* News Channel 9, WTVC, February 16, 2018

Marchand, Katherine. Interview with **Elizabeth O'Brien**. *Helicopter Parenting.* News Channel 9, WTVC, May 27, 2016.

Millsaps, Shannon. Interview with **Elizabeth O'Brien**. Counseling Bill's Impact on Nashville. Channel 9, WTVC, April 14, 2016.

Anchor. Interview with **Elizabeth O'Brien**. Hazing and Bullying in Ooltewah. News Channel 9, WTVC, December 31, 2015.

Invited Reviewer:

2011	*British Journal of Guidance and Counselling*
2008	Theories of Counseling and Psychotherapy, Text Book Wadsworth/Cengage Learning

Professional Service

Offices Held:

2019-2020	ACA Budget and Finance Committee, Member
2018-2021	ACA Governing Council Representative, Division Representative for ASERVIC
2016-2018	Journal of Adolescent and Family Health Co-Editor
2016-2018	Alpha Delta Kappa, Chattanooga Chapter Treasurer
2016-2018	Girl Scout Council of the Southern Appalachians Board of Directors - Executive Team, Secretary
2015-2017	Girl Scout Council of the Southern Appalachians Board of Directors, Member
2016-2017	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), Past-President
2015-2016	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), President
2014-2015	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), President-Elect
2013-2016	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), Executive Board Member- *Elected Position*
2013-2016	Journal of Adolescent and Family Health

	Editorial Review Board Member
2012-Ongoing	Counseling and Values Journal Editorial Review Board Member
2012-2015	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), 2015 Conference Co-Chair
2012-2014	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), Executive Board Member- *Appointed Position*
2011-2012	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), 2012 Conference Finance Committee Chair
2009-2012	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), Treasurer
2009-2010	SACES Membership Chair
2008-2009	SACES Membership Co-chair
2001-2002	Chi Sigma Iota, Treasure
2005-2006	Counselor Education Doctoral Students Association, Treasurer.
2004-2005	Doctoral Student Liaison, Florida Counseling Association/Florida Association for Counselor Education & Supervision.
2006-2007	Graduate Students Committee Co-Chair, Southern Association for Counselor Education and Supervision
2000-2002	Student-Faculty Liaison for the Counselor Education Department, University of South Carolina.

National Service:

2018-2019	ACA Ethics Appeals Committee, GC Liaison
2018-Ongoing	ASERVIC Strategic Planning Committee, Member
2018	ASERVIC Strategic Planning Committee, Chair

2016	Argosy University, Washington DC Tenure & Promotion, External Reviewer
2015	Mississippi State University Tenure & Promotion, External Reviewer

Regional Service:

2018	CWLI Women Mentoring Women Committee, Member

University Service:

2018-ongoing	Counselor Education Search Committee, Member
2017	Student Health Services Director Search Committee, Chair
2017	Counselor Education Search Committee, Member
2017	Vice Chancellor for Student Development, Search Committee, Member
2016-2017	Graduate Council, Chair
2016-2017	Graduate Appeals Committee, Chair
2016	UTC December Graduation Marshal
2016	UTC May Graduation Marshal
2016	Counselor Education Search Committee, Member
2016	SACS-COC-Interim 5th Year Report Subcommittee Chair, Student Complaints Committee
2014-2017	UTC Honors College Advisory Committee, Member
2015-2016	Graduate Council, Best Practices Committee Chair
2014-2015	Graduate Council, Curriculum Committee Chair
2014-2015	UTC-SOE Curriculum Mapping Project, Chair
2014-Ongoing	SACS-COC Evaluator
2014	Holmberg Grant, Reviewer

2014	UTC May Graduation Marshal
2013-2014	Departmental Honors Committee, Member
2013	UTC-SOE Homecoming Committee, Member
2013-2014	Think/Achieve Awards Committee, Member
2013-2015	Graduate Council, School of Education, Member
2013-2014	UTC Occupational Therapy Position Search, Chair
2013-2014	UTC LA/Literacy Position Search, Chair
2013-2014	UTC Counselor Education Position Search, Member
2013-2014	UTC-SOE Curriculum Mapping Project, Co-Chair
2012	UTC December Graduation Marshal
2012-2013	CUMU Conference Sub-Committee
2012-2014	UTC Speakers and Special Events Committee Member
2012-2014	Graduate Council, School of Education Member-Alt.
2011-2015	School of Education Research Committee Member
2009-2012	Graduate Studies Division Petitions Committee Chair
2008-2010	Faculty Senate, Graduate Studies Division Member
2007-2008	Graduate Studies Division Search Committee Member
2007-2011	Graduate Studies Division Petitions Committee Member
2007-2009	Graduate Studies Division Research Committee Member
2007-2008	Graduate Studies Division Online Program Committee Member
2007	University of Central Florida Assistant Professor Search Committee Member
2006-2007	Participated on Search Committee for UCF Visiting Line

	Instructor
2005-2007	University of Central Florida, Student Conduct Board Member
2004-2005	Chi Sigma Iota Chair-Marriage and Family Therapy Committee
2004-2007	Assisted in Masters/Doctoral Student Interviews
2000-2002	Chi Sigma Iota Chair-Community Outreach Committee

Professional Organization Membership

April 2013- Ongoing	Alpha Scholastic Honors Society of the University of Tennessee at Chattanooga, Member
October 2001- Ongoing	American Counseling Association (#6217367)
June 2005-Ongoing	Association of Counselor Education and Supervision
May 2008-Ongoing	Association for Spirituality, Ethics and Religious Values in Counseling
September 2000-Ongoing	Chi Sigma Iota
August 2004-May 2007	Counselor Education Doctoral Students Association
October 2004-Ongoing	European Based-American Counseling Association
May 2005-Ongoing	Florida Counseling Association
October 2001-Ongoing	International Association of Marriage and Family Counselors
June 2005-Ongoing	Southern Association of Counselor Education and Supervision

Honors & Awards

2017-2018	Dean Stinnett Service Award, CHEPS
2016-2017	Elizabeth Dalton Outstanding Teaching Award, CHEPS

2016-2017	UTC Graduate Council Outstanding Service Award
2013	UC Foundation Associate Professorship
2013	Elected to UTC Alpha Society
2013	Recipient of the Meritorious Service Award-Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
2007	Recipient of the Outstanding Graduate Teaching Assistant Award-College of Education, University of Central Florida
2004	Recipient of the Merit Scholarship-University of Central Florida
2002	Passed Written and Oral Comprehensive Exams with Honors
2001	Spirit of Service Award- Chi Sigma Iota Counseling Honors Society
1999	Academic Excellence Award-Department of Sociology University of South Carolina
1997	Virginia Skelton Award for Writing-Department of English, University of South Carolina

Research Interests

- Scholarship of Teaching and Learning
    - Utilizing Hybridized Learning
- Individual/Couples/Family Counseling & Supervision
    - Technology in Marital Infidelity
    - Couples Counseling Techniques
    - Influential Factors-Therapeutic Alliance
    - Creative Interventions
- Wellness
    - Spirituality and Meditation

David W. Rausch, PhD
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Chattanooga, TN 37405
David-Rausch@utc.edu ■ 423-994-3266

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

Certified Quality Matters Master Reviewer – Quality Matters, 2018
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

Certificate Institute for Emerging Leadership in Online Learning, Penn State, (July-November 2017)

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 a holding company created to consolidate (merge & acquire) small to medium PHCP (plumbing, heating, cooling and piping) wholesale distribution companies. Responsibilities included development of organization-wide training programs, skill assessments and individual personal learning plans for company with over 140 associates. Annual revenues exceeded $50 million. Developed the 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
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 7810 Cognitive Aspects of Decision Making
LEAD 7820 Data-Informed Aspects of Decision Making
LEAD 7830 Higher Education Administration and Leadership
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
CAPS 799 – Master's Thesis Advisor / Chair

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)

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 Aprendar 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. (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. (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)
School of Education Technology Committee (2010, 2011, 2012, 2013, 2014)
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 present)
EAB Student Success Innovation Council (2017 to present)
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 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)
Online Learning Consortium

ACADEMIC AUDITS

2018 – BA in Economics, East Tennessee State University
2016 – BS in Biology, Tennessee State University

QUALITY MATTERS COURSE REVIEWS

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

2020 (3)	J.R. Howard, R. Mattson, L. Stearns
2019 (4)	P. Aamodt, J. Alpers. C. Bagby, A. Browne, C. Folsom, T. Forrest, J. Tucker, B. Willis
2018 (8)	P. Flowers, J. Hackathorne, R. Jackson, C. Littleton, C. Mayer, J. McPherson, M. Powell, C. Williamson
2017 (1)	E. Lamberson,
2016 (10)	J. Brewer, Y. Freeman, E. Lewis, E. Noseworthy, A. Ramnarine, P. O'Brien, J. Quilliams, K. Solomon, K. Tivey, C. Whitted
2015 (11)	M. Beeler, J. Bischell, J. Connors, T. Culver, J. Griggs, A. Harrison, Y. Kilpatrick, L. Pou, S. Swafford, M. Tolbert, M. West
2014 (11)	TJ Battle, Mike Breakey, Michael Caraccio, Charles Deal, Jeffrey Elliott, John Harbison, Missy Hilton, Chance Longo, Tammie Patterson, Gerald Stark, Andrew Ward
2013 (13)	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 (11)	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 (2)	Lee Casson, Leslie Jensen-Inman

DISSERTATION & THESIS COMMITTEES (partial list)

Abaszadegan, H. (2009). *Affordable Healthcare for All.* Master's Thesis Advisor-Lead Faculty

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. (In progress). 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.

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.

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 Pedogogical Adoption if 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.

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. (2020) Doctoral Dissertation Chair

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

Cobb, N. (2011). *Progressing Towards the Implementation of the Tennessee Model for Comprehensive School Counseling Programs: A Study ofSchool Counselor Priorities and Practices.* Doctoral Dissertation Committee

Connors, J. (In progress). 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

Crowe, J. (In progress). *Impact of educational intervention on the coping skills of military youth dealing with deployment.* Doctoral Dissertation Committee

Culver, T.. (In progress). *An Examination of the Impact of Teachers' Emotional and Academic Intelligences on their Students' Achievement as Measured by the Teachers' Tennessee Value-Added Assessment System (TVAAS) Scores.* Doctoral Dissertation Chair.

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.

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

Freeman, B. (2008). P*erceptions 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

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. (In progress). *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. (In progress). 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, A. (In progress). *The Study of Economic Reasoning Abilities of Freshman Students at the University of Tennessee at Chattanooga.* Doctoral Dissertation Committee.

Haugh, S. (2009*). Electronic Medical Records.* Master's ThesisAdvisor-Lead Faculty

Heidt, M. (2009). U*tilizing Physician Assistants and Nurse Practitioners in a Rural Hospital Setting.* Master's ThesisAdvisor-Lead Faculty

Higley, M. (2009). *Electronic Medical Records: Are They the Future of Health Care*. Master's Thesis Advisor-Lead Faculty

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

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

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, 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

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. (In progress). 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

Lira, M. (2009). *The relationship of Leadership Functions That Translate from Athletics to the Business World*. Master's Thesis Advisor-Lead Faculty

Loper, B. (2010). *Employee Relations and Engagement*. Master's Thesis Advisor-Lead Faculty

Lussier, B. (In progress). *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

Matsuik, G. (2009). *Gander This Designs: Business Plan and Anaylsis*. Master's Thesis-Lead Faculty

Mayer, C. (In progress). The Teacher's Voice: A Qualitative Study Regarding the Motivations of Teacher Retention in Hamilton County. Doctoral Dissertation Committee

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. (In progress). A Mixed Methods Study of the Relationship between Dialogic Inquiry and Engagement in Active Learning Shakespeare Education. Doctoral Dissertation Chair

Mertilus, E. (2009). *Achieving High Quality Standards in a Healthcare Organization*. Master's Thesis-Lead Faculty

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

Noseworthy, E. (In progress). *The Relationship between Instructor Course Participation, Student Participation, and Student Performance in Online Courses.* Doctoral Dissertation Committee.

O'Brien, P. (In progress). *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

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

Porter, M. (In progress). Creating a Predictive Model of Student Success in Certified Registered Nurse Anesthetist Graduate Programs. Doctoral Dissertation Committee

Poortenga, J. (2009*). IFRS Standards: Should the U.S. Adopt Them*. Master's Thesis Advisor-Lead Faculty

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.

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.

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

Rose, S. (2009). *The Bluepring 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

Ryder, B. (2009). *Cognitively Impaired Employees: A Strategic Business review*. Master's Thesis Advisor-Lead Faculty

Rua, D. (2009). *Transforming of U.S. Federal Agencies into High Performance Organizatio*ns.

Master's Thesis Advisor – Lead Faculty

Rutherford, C. (2008*). The New Leader - Virtual Leadership in the Small Business Workp*lace. Master's Thesis Advisor – Lead Faculty

Schwartz, S. (2009). *How input variation affects global trading*. 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

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

Srinivasan, M. (2009). *The Evaluation of Web-Based Health Information and Health Litera*cy. 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.

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.

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. (In progress). *The Flipped Classroom's Impact on Student Performance and Engagement in a Community College Introductory Psychology Course: A Quasi-Experimental Study.* Doctoral Dissertation Committee.

Van Brabant, M. (2008). *Wellness Initiatives and the Potential Impact on Corporate Benefit Strategies* Master's Thesis-Lead Faculty

VanBrabant, M. (2008). *The Efficacy and future direction of employee health and wellness plans*. Master's Thesis Advisor – Lead Faculty Vance, R.

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 (In progress). *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.*

Whitted, C. (In progress). *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

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

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

Curriculum Vitae
Christopher F. Silver

[School Address]
Doctorate in Learning and Leadership
Hunter Hall 208 Dept 2242
The University of Tennessee at Chattanooga
615 McCallie Ave
Chattanooga, Tennessee 37403
USA

E-mail address: Christopher-Silver@utc.edu
Personal email: chrisofutc@gmail.com
Office Phone: 423-425-2185

PERSONAL INFORMATION

Born: 1976 - Chattanooga Tennessee
Citizenship: United States of America

EDUCATION

1. Bachelor of Arts in Religious Studies, the University of Tennessee at Chattanooga; August 2001
2. Bachelor of Science in Psychology, the University of Tennessee at Chattanooga; August 2001
3. Masters of Science in Psychology (Research), the University of Tennessee at Chattanooga; August 2003 Thesis Title: *Training of Observers in risk rituals involving the Manasa sect of Hinduism and Serpent Handling Sects of Appalachia*
4. Masters of Arts in Religion and Culture at Wilfrid Laurier University Waterloo Ontario, Canada.
5. Ed.D. Doctor of Education, Learning and Leadership at the University of Tennessee at Chattanooga; August 2013 Dissertation Title: *Atheism, Agnosticism, and Nonbelief: A Qualitative and Quantitative Study of Type and Narrative.*
6. Doctoral Candidate ABD – Ph.D. in Social Psychology at the University of Tennessee at Knoxville, expected graduation by Fall 2019.

WORK EXPERIENCE

December 2012 – Present
The University of Tennessee at Chattanooga (UTC)
Chattanooga, Tennessee, United States of America

Full-Time Visiting Lecturer – Learning and Leadership Doctoral Program
August 2018 -- Present

As a lecturer, I assisted in course development of graduate and undergraduate courses as well as served as an advisor to undergraduate and graduate students. Working within the departments of the Learning and Leadership Doctoral Program as well as Psychology. I teach both face-to-face as well as hybrid delivery. Those courses have focused on the fields of research methods and statistics. As part of my university service, I have served on the LEAD curriculum committee, the UTC Computer Refresh Committee, and various master's thesis and doctoral committees in support of graduate students. I also received a subsequent grant from the United States Department of Defense as well as the Henry Jackson Foundation to study Spiritual Fitness among service members.

Project Manager – Academic Affairs
December 2016 – August 2018
As the Academic Affairs Project manager, I worked independently to plan, monitor and manage multiple, diverse medium to large projects for the implementation and integration of processes, software programs, and applications in the delivery of various products and services that support student learning. This work included the coordination of business processes, compliance, and other programmatic operations. As the project manager, I engaged effectively at all levels of the organization and across various office collaborating productively with peers, partners, senior leaders, faculty, staff, and others in driving work to meet institutional deadlines with full transparency. I worked with oversight of budget, schedule, procurement, and quality and risk management for each project. I demonstrated the ability to identify complex project risks, lead reviews, develop risk mitigation and contingency plans, and implement action plans to reduce or eliminate project risks and demonstrate a knowledge of projects & project management within the context of business results (business case, larger economic implications, business risk, etc.). This utilized various project management processes in delivering various levels of services.

Equity Affairs Specialist – Equity and Diversity
August 2015 – December 2016
In the Equity Affairs Specialist position, I address discriminatory complaints across campus. These tasks include investigating EEO and Title IX concerns, collection of evidence, processing of evidence, scheduling of investigative interviews, preparing and writing reports. Further, as EAS, I also collect and analyze data related to minority and underserved populations. This includes reporting of faculty and staff, both cross-sectional and longitudinal data as well as preparing reporting for the executive director. Finally, I constructed and conducted training related to implicit bias, prejudice, sexual harassment, Title IX, and hold training related to EEO themes for faculty, staff, and students.

Instructional Technology Coordinator
December 2012 – August 2015
As part of a three-year inter-professional grant, I served as an instructional technology coordinator. I was tasked with creating an online curriculum for the

School of Nursing at UTC. These tasks included the scripting, development, editing, and rendering of video footage, web design including customized content such as graphics and text, and to the coordination of tasks with the larger Information Technology plan for the university. In addition to creating content, I assisted in identifying curricular objectives and providing integrative evaluative components in the overall curricular model. Much of this development was automated with some classroom implementation. The content was developed where a variety healthcare related disciplines could learn to communicate more effectively to improve health care and decrease costs related to treatment and diagnosis mistakes. The product of such processes provides automated educational modules for university and community stakeholders. Finally, I assisted in data collection and statistical analysis for specific aspects of the project.

Part-Time Instructor
May 2003 – 2013, 2015 – August 2018
I have taught courses part-time in the UTC psychology department. These courses include Research Methods, Tests and Measurements, Statistics, Social Psychology, and Psychology of Religion. As a faculty member at the University of Tennessee at Chattanooga, I have three roles within the psychology department. These roles have provided me the chance to share my industry knowledge, experience, and expertise with students. Moreover, I have assisted colleagues in the design of online learning modules within Blackboard as well as the design of online learning classes. As a result of my various roles and work ethic, this position has also permitted me to make associations between UTC and the professional community within Chattanooga. As part of my position, I worked evenings supervising various grant programs and research projects. The projects include statistical advisement, grant writing for research funding, supervising international research projects, and tracking of research progress. Previously, I worked with a research team in Germany in cross-cultural differences in religiosity. This research resulted in a book for which I am co-authored.

Part-Time Adjunct from 2016 to 2018

- Member of the Graduate Faculty, 2015 to Present
- Research Methods for Social Sciences, Fall 2017 (Doctoral Level Course)
- Qualitative Methodologies, Fall 2016 – Present (Doctoral Level Course)
- Research Methods 2014, 2015 to 2017 - Present
- Tests and Measurements in Qualitative and Quantitative Methodologies Spring 2007 to 2013
- Social Psychology, 2006 - 2009
- Introductory Psychology, 2006 – 2008, 2015 to Present
- Statistics, 2007
- Nursing Informatics, 2013 (Doctoral Level Course)

2012 – 2017
Widener University Continuing Studies

Instructor – As an online instructor for Widener University's Continuing Studies program which utilized WebStudy as the online learning medium. As part of this part-time position, I developed curriculum for a variety of courses including Religious Studies, Psychology of Religion, and Spirituality. These courses were in fulfillment of student curricular requirements to their undergraduate majors, particularly in the fields of psychology, nursing, and other various health care professions. The curricular goals of each course were to prepare students for the complex cultural nature of these fields.

Part-time Instructor 2012 to 2017

- The Search for Spirituality, 2017
- Paranormal Psychology, 2017
- Science and Religion, 2017
- Religions of the World, 2012-2017

December June 2007 – December 2012
McCright and Associates
Chattanooga, Tennessee, United States of America

McCright and Associates is a Housing and Urban Development Contract Company. Due to the size of our organization and based on my multifaceted skill set, I have had many concurrent job roles within the company which has assisted in tripling revenue. Those roles are:

IT Project Manager– within this role, I have overseen the creation of tracking software and managed the technical support team. This included scheduling, performance appraisals, employee training, and growth. I assisted in the implementation and rollout of new products and processes including the plotting and tracking of new projects. This role also included budgetary processes and budget tracking and adjustment.

Network Systems Administrator – I designed the current company IT infrastructure. As a continued project manager, I supervised infrastructure upgrades and changes to address rapid company growth while staying below budgetary thresholds. I have a proven ability to translate business needs into technology requirements that support the company's business objectives and to manage all phases of IT projects successfully. This includes needs analysis and requirements definition to vendor selection, implementation, and training.

Training Manager – As the company training manager and curriculum developer, I have used my academic background to create a variety of training mediums within both synchronous and asynchronous delivery methodologies. This includes varieties of training manuals and online content addressing governmental regulations. As a result of my intervention, our training group became a profit center after I joined McCright in 2006. Also, my writing skills were also utilized for proposal writing for new government contracts.

Statistician and Departmental Processes Evaluator – I have also used my

academic background to create new and improved productivity metrics and QA processes for the company. These processes range from human resource tracking to cost-benefit analysis. Also, I collaborated with the programming staff to create a variety of dashboard systems for tracking various departmental processes.

Procurement Specialist – As the Procurement Specialist, I was in charge of all product research, cost-benefit analysis, and budgetary disclosures with the CFO. All purchasing went through the special projects office and was approved or declined by me. This included both IT and non-IT based products and services.

May 2009 – August 2016

University of Phoenix Chattanooga

Instructor – To use my masters in religious studies and gain additional teaching experience, I took a part-time evening teaching position at the University of Phoenix in Chattanooga. As an instructor there, I have taught psychology and religious studies courses. Using a variety of teaching strategies, I engage the students with local personalities who speak about their experiences in a particular discipline. Additionally, I have participated in extensive training in online learning as well as implementing a hybrid instructional delivery model between the classroom and online learning mediums. I have received excellent student evaluations and feedback from my peers.

Part-Time Psychology and Religious Studies Professor – University of Phoenix

- Introductory Psychology, 2012
- World Religious Traditions, 2012 - 2013
- Introduction to Philosophy, 2012
- Learning and Motivation, 2012
- Cognitive Psychology, 2012
- Psychology of Personality, 2012 - 2013

May 2003 – August 2008

IT Consultant and Contractor Self-Employed

As an IT consultant, I have been contracted by various companies to evaluate IT business processes related to several industries. Consultation has typically occurred for small to medium-sized businesses with one significant exception, Synthetic Industries (SI). I have provided services and served as project manager for a variety of special projects for SI. The following are some of the more common services I have provided for businesses.

Network Systems Analyst – Review of small business networks and configurations and where applicable provided proposals for corrections, revisions, and replacements of infrastructure. Also, this included computer hardware and printing resource reviews. This also allowed me to partner with vendors and received better pricing in procurement.

Project Manager – In cases where radical changes were going to occur for business processes, I have served as an outside project manager to assist businesses in major

changes in workflows and processes. This also included the creation of training materials and tracking metrics to assist in employee cultural changes.

Procurement – As a business advocate, I have assisted several businesses in product and services research, including the writing of RFPs (Request for Proposals), System Infrastructure Design, and Price Negotiation. In every case, the business saved up to 30% of the original estimated cost of purchase and installation of equipment. In most cases, service RFPs allowed companies to save money in contracting out some processes which would typically be cost-prohibitive.

IT Training Developer – As an additional service, I provided written manuals and training in support of new IT and workflow processes. These manuals allowed employees and other contractors to be acculturated into the new process much more quickly than traditional reference manuals provided by vendors. This initiative also saved organizations money by having custom training without the need to hire a full-time company trainer. In many cases, this resulted in being contracted for training by other small businesses.

2006 – 2007

Miller-Motte Technical College

Instructor -- As a part-time professor, I taught introductory psychology at Miller-Motte Technical College. I also assisted in providing counseling and advising students from various majors and technical foci. This included guiding first-generation college students to achieve their goals while also providing advice on how to deal with the cohort effects of low-income life challenges facing many students at Miller-Motte. As a result of my short time at Miller-Motte, many former students still contact me for post-college advisement.

Part-Time Psychology Professor – Miller-Motte Technical College

- Introductory Psychology, 2006-2007

2003 – 2004

Chattanooga State Technical Community

Instructor -- As an adjunct professor, I have taught a couple of courses at Chattanooga State. One course in the psychology of learning, I taught students ranging in ages from 18 to 75. This course helped prepare students for college life and the challenges which they would face as a new college student. Also, I assisted in the revision of the curriculum of this course to address the challenges faced by first-generation college students. As a result, the psychology of learning initiative increased first-generation enrollment by 25%. I also taught Religions of the World a WebCT course (Online). I had the pleasure of co-teaching this course with the president of the college. As one of the innovators of online learning, I held seminars on simple design in WebCT for professors at Chattanooga State. This resulted in higher rates of early adoption of the hybrid delivery model at the college.

Adjunct Assistant Professor - Chattanooga State Technical Community College

- Psychology of Learning 2003-2004
- Religions of the World Spring 2004 (Team teaching with Chattanooga State President with a web-based WebCT and classroom course)

2000 – 2004

Gateway Computers

Based on my previous experience in sales and support, I was hired at the local Gateway Country Store to function in a dual role of both small business sales and computer repair. Both of these positions gave me the ability to obtain additional training as well as increase company profitability. The following are the responsibilities vested in me by Gateway.

Consumer and Small Business Sales – originally, I was hired as a consumer sales associate. After a year, I was promoted to the small business advisor as a main profit producer for the company. After my first year in small business sales, our store increased its Small Business Revenue by 200%. I have received many customer service awards and one honorable mention for a national award. Moreover, I received the technical sales award for two years due to my extensive and advanced knowledge of computers and networking.

Computer Repair and Support - When service requests were beyond the repair department to handle, I would also serve as a computer repair technician to repair desktops and laptops. This included software and hardware troubleshooting, documentation of support, and the procurement of parts for the service department.

Volunteer Computer Trainer - In addition to these two positions, I had the opportunity to plan and implement community service ventures offering free computer classes to non-profit organizations such as the Boy and Girl Scouts, 4-H, the employees from homeless shelters around the Chattanooga area. These courses were held in the training rooms at the Gateway Country Computer Store.

1996 – 2000

Sears Roebuck and Company

Sales and Support -- I had the opportunity to become a salesperson in the computer department at Sears Hamilton Place. As a salesperson for Sears, I was in charge of department training on computers. I served as the departmental trainer for all new hires. As a part-time salesperson, I had the highest warranty sales for my division for two years. Additionally, I would volunteer to repair returned computers for resale. As a result, I was promoted to a technician and served as one of two in-store repair technicians for computers and electronics. As a technician, I was in charge of returned system recovery and repair. I repaired home and office systems within the store. I was recognized for my efficiency and professionalism in technical repair. In addition to repair, we would set up and

administer small networks for businesses and consumers.

HONORS AND AWARDS

1 Graduate Student Representative for the Society for the Scientific Study of Religion, 2013-2014.

2 UTC Sigma Xi Graduate Student Researcher of the Year Award - Awarded April 2004

3 2001-2004 Research Director of Hood Psychology of Religion Laboratory (Honors Assistantship) – UT Chattanooga

ASSOCIATION MEMBERSHIPS

1 Society for the Scientific Study of Religion
2 American Psychological Association
3 Society for Personality and Social Psychology
4 Gamma Beta Phi Honors Society
5 Phi Kappa Phi Honors Society
6 Psi Chi National Honors Society in Psychology
7 Golden Key Honors Society
8 Phi Mu Alpha Sinfonia Music Fraternity

EDITORIAL POSITIONS

1. Assistant Editor - The Religious Studies Project, 2012-2014
2. Guest Editor for Archive of Psychology of Religion – Psychology of Religion in Turkey, 2012.

HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE

1. Project Manager for Academic Affairs UTC – 2016 -- 2018
2. Office of Equity and Diversity UTC – Equity Affairs Specialist 2015 – 2016

RESEARCH INTERESTS

My graduate education spans three areas of specialization in education, research psychology, and religious studies. Just as I have a multidisciplinary education, my research interests are interdisciplinary. Within the field of education, my expertise is in the domain of online education, particularly in the planning, creation, implementation, and evaluation of online learning as delivered in cooperate and university settings. I have over eight years' experience as an instructional design and curriculum developer in the cooperate world. In the field of psychology, my interests are in social psychology and psychology of religion. I have a particular interest in attitudinal research and individual differences with a long-standing publication record in the social sciences. In religious studies, my interest is within secularity and cultural tension as experienced through atheistic identities. This work has appeared in peer-reviewed journals as well. My current personal educational goal is to expand my existing quantitative skillset and to further my experience conducting experimental designs within the field of psychology of religion

and education.

GRANT FUNDED RESEARCH EXPERIENCE

2019 – Present, Spiritual Fitness among Service Members

As an addendum to the Spiritual Resiliency and Meaningfulness Department of Defense Project, I also received additional funding to study Spiritual Fitness resulting in over 85,000 of additional funding for measure development and deployment. This project coordinated between two departments at UTC and three other research sites in the United States and the United Kingdom in pursuit of comparative and correlative analysis of new items for use with service members.

2017 – Present, Longitudinal Exploration of Religious Deconversion and Spirituality

As part of a 16 years continuation of international research, colleagues from the Universität Bielefeld in coordination with Ralph W. Hood Jr. and myself, our team is conducting a longitudinal study of faith in the United States and Germany. This research will focus on one's changing experiences in their beliefs, and the psychological correlates related to their beliefs. Particularly how their development has influenced their beliefs.

2017 – Present, Spiritual Resiliency, and Meaningfulness

Working with the United States Department of Defense. Ralph W, Hood Jr. and I were identified for our specialization in the psychology of religion as well as atheism research particularly focused on spirituality and meaningfulness. In coordination with colleagues from around the country and at the Department of Defense, our team has worked to create a series of measures for use in the armed services as a diagnostic tool of identifying those with spiritual resiliency in coping with adverse and combat situations. This will include the creation of measures and methods for use by the military chaplaincy around the world. Unlike the general population, some themes of meaningfulness in more excepted measures are problematic for those in combat or high-stress situations. Our goal is to create measures which help the Department of Defense identify low versus high spiritual individuals and those experiences which are meaningful without the normal complexity of familial and interpersonal relationships.

2014 – 2017 Jesus in the Mind's Eye

Working under the leadership of Dr. Jeff Larsen, Michael Olson, and Ralph W, Hood Jr., our team was awarded a Templeton Foundation grant to study how people view Jesus in their mind's eye. Utilizing both explicit and implicit measures, the team is exploring the connections between participant mental images of Jesus and their conceptualization of God. This study hopes to shed light on how people's image of Jesus vary regarding individual difference measures and the characteristics that inform belief (i.e., facial structures).

2014 “Who was Jack Shand”?

As the Graduate Student Representative for the Society for the Scientific Study of Religion (SSSR), I was awarded a $2000 grant to research and collect information regarding a major benefactor of the organization. This work included gathering and collecting artifacts related to Dr. Shand as well as visiting and cataloging archive information at Gettysburg College Dr. Shand’s former employer. The information from this research was presented at the 2014 meeting of SSSR and was published in an invited column in the Journal for the Scientific Study of Religion.

Silver, C.F., Colman, T. J. & Hood Jr. R. W. (2015). Who was Jack Shand? *Journal for the Scientific Study of Religion,* 54(3), 1-9.

2009 - 2013 Spirituality in Germany and U.S.A.: Analysis of the Semantics, Psychological and Sociological Correlates with Biographical Contexts of a Self-Attribution

As a research supervisor and methodologist, I oversaw all aspects of an international study exploring self-identifications regarding spirituality and religiosity in the United States. While these terms are used in the common vernacular, ambiguity abounds in the academic literature about the actual function and operation of such terms in self-identity by participants in the United States and Germany. This study sought to clarify the fuzzy nature of the terms and their relationship between tradition and secular uses. Using advanced quantitative analysis, the study explored personality traits, attachment, psychological well-being, religious schemata, pro-social attitudes, and social status to assess the socio-biographical and psychological correlates of spirituality. In addition to quantitative analysis, it explored case subjects with semi-structured interviewing to determine if participants varied theoretically from the overall paradigm. The book is currently in press:

Streib H & R. W. Hood Jr. (2015). *Semantics and psychology of spirituality: A cross-cultural analysis*. New York, NY: Springer (In Press)

2007-2009 A Quantitative Examination of Exceptional Experience

As research supervisor and under the direction of Dr. Niko Kohls at the University of Northampton in the United Kingdom, the research team at the University of Tennessee at Chattanooga explored experiences that give the perceiver a sense of awe and profound interpretation. While these experiences can fall within the realm of religious interpretation, this research is not limited solely to religiosity but rather explored all types of experiences considered meaningful for participants. By understanding the various levels of meaning these experiences create, this research helped to clarify the boundaries of exceptional versus religious experience in how humans compartmentalize meaning. The publication is still forthcoming.

Carmona-Torres, J. A., Kohls, N., Hood, R. W., Silver, C. F., & Walach, H. (2018). The association between different spiritual practices and the occurrence of Exceptional Human Experiences in a non-clinical sample. The Journal for the Study of Spirituality, 8 (1), 49-64.

(2004-2009) Deconverts from Mainstream Religious Denominations in the Federal Republic of Germany and the United States of America (Phase Two).

Through my role as a research supervisor for the United States team, the US research team examined the life trajectories of deconverts from mainstream religious denominations. Deconverts are those who are forced or leave religious traditions, thereby changing their religious identity. As part of a five-year study, this project employed some qualitative and quantitative methodologies, including the Fowler faith development interview, as well as a narrative exploration of the participant's life trajectory. The narrative provided a linear context in which to understand how one's experience and social context shapes their religious identity. In addition to the use of qualitative methods, the project also incorporated quantitative methods as well. Those included the fundamentalism scale, NEO-FFI, the authoritarianism scale as well as other sociological classifications in determining various manifestations of religious exit. My responsibilities included coordination of sampling and decision making in the United States research team, budgetary administration, observation, hiring of new researchers, project management, and acting as a liaison between the University of Tennessee at Chattanooga and Universität Bielefeld in Germany. All quantitative analysis and reporting were overseen by me as the research supervisor. The result of this study is a book published in 2009.

Streib, H., Keller, B., Csöff, R., & Silver, C. F. (2009). *Deconversion, Faith Development and Fundamentalism, Qualitative and Quantitative Results from Cross-Cultural Research in Germany and the United States of America*. Oakville, CT: Vandenhoeck & Ruprect.

(2003-2004) Abortion Attitudes and Legality, An Examination of Legal Opinions on Abortion Resistance.

I directed a research team that examined how participants would perceive various types of abortion resistance actions and if they should be illegal or classified as a terrorist act. We examined if belief characteristics can determine how a participant will respond to hypothetical short stories of protest situations ranging from non-violent actions to violent actions against abortion clinics. Analysis constituted replications of previous successful studies using abortion resistance themes. Additionally, various scales were used, including the fundamentalism scale, questions on political beliefs, and vignettes of a fictitious individual who attempted to disrupt abortions clinics. Research participants were asked to respond to the vignettes indicating whether they believed the abortion resistance action should be illegal and punished. Finally, they were asked to classify if such resistance was considered a standard illegal action or if such action could be considered terrorism. The results of the study were presented at the Southeastern Psychological Association in Atlanta, Georgia, in 2004.

(2004) Perceptions of Religious Conversion Effectiveness Within the Hare Krishna Movement in the Southeast United States.

As the primary researcher, I examined the International Society for Krishna Consciousness' perceptions of religious conversion strategy effectiveness. This included interviews with first and second-generation devotees regarding their perceptions of conversion strategies within the ISKCON movement before and after the US Supreme Court ruling on proselytizing in airports. From the initial interviews conducted, a questionnaire was constructed from the common themes found in the interviews. The results of this study were presented at the Regional Conference of American Academy of Religion in Atlanta, Georgia, in 2004.

(2004) Understanding Unconscious Transference and Improving Lineup Identification Accuracy in Adult and Elderly Witnesses.

Under the direction of forensic psychologist David Ross, I assisted as a research technology consultant and statistician for the forensic psychology research project. I provided technological consulting on project design, implementation, and analysis. This study examined how unconscious transference occurs when an eyewitness misidentifies a familiar face and innocent person from a police lineup, specifically in people over the age of forty. Through my advisement, we were able to incorporate specific research technologies which provide efficiency and accuracy — the project resulted in an academic paper published in a cognitive psychology journal. The research resulted in a series of publications, including my methodological contribution.

Ross, D., Benton, T., McDonnell, S., Metzger, R., & Silver, C. F. (2007). When accurate and inaccurate eyewitnesses look the same: A limitation of the 'pop-out' effect and the 10- to 12-second rule. *Applied Cognitive Psychology*, 21(5), 677-690

(2002-2004) An Examination of Blood-n-Fire Ministries

Under the direction of sociologist of religion Margaret Poloma and Ralph W. Hood Jr., this project examined Blood-n-Fire, an inner-city homeless and drug addiction ministry in inner-city Atlanta GA. It also included quantitative surveying of Blood-n-Fire staff and residents. Responsibilities included administering questionnaires, conducting semi-structured interviews with the staff of Blood-n-Fire, conducting open-ended interviews with the homeless of Blood-n-Fire, and assisting professors with research and sampling decisions. This project resulted in the publication of a book by Poloma and Hood. My research report was featured in the book.

Poloma, M. M. & Hood, R. W. (2008). *Blood and fire, Godly love in an emerging Pentecostal church.* New York: New York University Press.

(2002-2004) Deconverts from Fundamentalist New Religious Groups in the Federal Republic of Germany and the United States of America (phase one).

Under the direction of Heinz Streib, Ralph Hood, and James Fowler this project examined the life trajectories of deconverts from new fundamentalist religions. This project employed qualitative and quantitative methodologies including the Fowler faith development interview, narrative exploration, and fundamentalism, and authoritarianism scales. I was given the title of graduate research fellow at Emory University. As a

research fellow, my responsibilities included seeking research participants in the greater Atlanta area, conducting faith development interviews based on the work of James Fowler, conducting narrative interviews, and administering questionnaires. Concluding phase one of the project, I analyzed all data (qualitative and quantitative) for the US portion of the project and presented my result to the German research team.

(2001-2002) A study of the relationship between right-wing authoritarianism, fundamentalism, and the big five personality dimensions.

Directed by Heinz Streib and Ralph Hood, data from Fundamentalism scale, Right-Wing Authoritarianism scale, and Five Personality Dimensions scale were examined and compared (the U.S.A. and Germany). Responsibilities included data collection and statistical analysis for the U.S.A and Germany samples and written presentation of results. This research resulted in an academic publication in the Archive for the Psychology of Religion published in 2006.

Krauss, S. W., Hood, R. W., Streib, H., Keller, B., Morris, R. J., & Silver, C. F., (2006). The distinction between authoritarianism and fundamentalism in three cultures: factor analysis and personality correlates. *Archive for the Psychology of Religion*. 28(1), pp. 341-348.

TEACHING EXPERIENCE

Instructional training

- WebCT - online e-learning system for educational institutions
- Blackboard – Online academic suite, course development, and evaluation.
- Microsoft BI including DAX Scripting
- Qualtrics driven online assessment construction.
- Online web delivery using HTML and CSS code (Cooperate Training)
- Advanced Statistics using SPSS, Excel, and Mplus
- Teaching and Instruction in qualitative analysis using Nvivo 12, Atlas Ti, MaxQDA.
- Corporate Training for small and medium-sized businesses
- Online course development theory and evaluation
- Learning administration leadership and evaluation

I am qualified to teach the following courses:

In Psychology

- Tests and Measurement
- Theories of Personality
- Developmental Psychology
- Introductory Psychology

- Social Psychology
- Learning and Motivation
- Cognitive Psychology
- Introduction to Statistics and SPSS
- Research Methods in Psychology
- Qualitative Methods (e.g., Nvivo, MaxQDA, Atlas Ti)
- Theory and Systems of Psychology
- Psychology of Religion

In Religious Studies

- Introduction to World Religions
- Theories of Religion
- New Religious Movements in the postmodern era
- American Religious Diversity: A historical reconstruction of American religious pluralism.
- Religious Conversion Motifs in Modern Society
- Mysticism East & West
- Psychology of Religion: Theory and Method
- Southern Culture meets Eastern Religion

In Education

- Cultural Studies in Education
- Evaluation and Assessment
- Education in Business - Applications and Approaches
- Organizational Theories in Leadership
- Research Theories in Application
- Qualitative Methods
- Quantitative Methods
- Research Methods in Education
- Philosophy of Education
- Online Learning Strategies
- Theories and Systems of Education

PUBLICATIONS

Coleman, T. J., III, Bartlett, J. E., Holcombe, J. M., Swanson, S. B., Atkinson, A. R., Silver, C. F., & Hood, R. W. Jr., (in press). Absorption, Mentalizing, and Mysticism: Sensing the presence of the divine. *Journal for the Cognitive Science of Religion.*

Carmona-Torres, J. A., Kohls, N., Hood, R. W., Silver, C. F., & Walach, H. (2018). The association between different spiritual practices and the occurrence of Exceptional Human Experiences in a non-clinical sample. *The Journal for the Study of Spirituality*, 8 (1), 49-64.

Altmeyer, S., Klein, C., Keller, B., Silver, C. F., Hood, R. W., & Streib, H. (2015). Subjective definitions of spirituality and religion: *An exploratory study in Germany and the US. International Journal of Corpus Linguistics*, 20 (4), 526-552.

Nielsen, M. E. & Silver, C. F. (2015). Strategies and resources for teaching Psychology of Religion. In D. S. Dunn. (Ed.) *The Oxford Handbook of Undergraduate Psychology Education* (pp. 577-587). New York, NY: Oxford.

Keller, B., Streib, H., Silver, C. F., Klein, C., & Hood, R. W. (2015). Design, methods, and sample characteristics of the Bielefeld-based cross-cultural study of "Spirituality". In H. Streib & R. W. Hood Jr. (Ed.), *Semantics and psychology of spirituality: A cross-cultural analysis* (pp. 61-77). New York, NY: Springer.

Klein, C. Hood, R. W., Silver, C. F., Keller, B. & Streib, H. (2015). Is "Spirituality" nothing but "Religion"? An indirect measurements approach. In H. Streib & R. W. Hood Jr. (Ed.), *Semantics and psychology of spirituality: A cross-cultural analysis* (pp. 101-121). New York, NY: Springer.

Klein, C., Silver, C. F., Streib, H., Hood, R. W., & Coleman, T. J. (2015). "Spirituality and mysticism. In H. Streib & R. W. Hood Jr. (Ed.), *Semantics and psychology of spirituality: A cross-cultural analysis* (pp. 223-252). New York, NY: Springer.

Keller, B., Coleman, T. J., & Silver, C. F. (2015) Narrative reconstruction and content analysis in the interpretation of "Spiritual" biographical trajectories for case studies. In H. Streib & R. W. Hood Jr. (Ed.), *Semantics and psychology of spirituality: A cross-cultural analysis* (pp. 333-361). New York, NY: Springer.

Coleman, T. J., Swhajor-Biesemann, A., Giamundo, D., Vance, C. A., Hood, R. W., & Silver, C. F. (2015). "Experimenting with ideologies…" A "more spiritual than religious" Zen Buddhist. In H. Streib & R. W. Hood Jr. (Ed.), *Semantics and psychology of spirituality: A cross-cultural analysis* (pp. 453-472). New York, NY: Springer.

Coleman, T. J., Silver, C. F., & Hood, R. W. (2015). "…if the universe is beautiful; we're

part of that beauty," A "Neither religious nor spiritual" biography as horizontal transcendence. In H. Streib & R. W. Hood Jr. (Ed.), *Semantics and psychology of spirituality: A cross-cultural analysis* (pp. 473-495). New York, NY: Springer.

Klein, C., Keller, B., Silver, C. F., Hood, R. W., & Streib, H. (2015) Positive adult development and "Spirituality": Psychological well-being, generativity, and emotional stability. In H. Streib & R. W. Hood Jr. (Ed.), *Semantics and psychology of spirituality: A cross-cultural analysis* (pp. 533-578). New York, NY: Springer.

Silver, C. F. Coleman, T. J. & Holcombe, J. M. (2014). The six types of nonbelief: a qualitative and quantitative study of type and narrative. *Mental Health, Religion, & Culture*. doi:10.1080/13674676.2014.987743

Coleman, T. J., Silver, C. F. & Holcombe, J. M. (2014). Focusing on horizontal transcendence: much more than a "Non-belief." *Essays in Philosophy of Humanism*, 21 (2), 1-18.

Silver, C. F., Hood, R. W. Jr., & Williamson, P. W. (2013). The differential evaluation of religious risk rituals involving serpents in two cultures. *Studia Religiologica*. 46(1), 7-21.

Keller, B., Klein, C., Swhajor-Biesemann, A., Silver, C. F., Hood, R. W., & Streib, H. (2013). The semantics of "spirituality" and related self-identifications: A comparative study in Germany and the USA. *Archive for the Psychology of Religion*, 35 (1), 71-100.

Silver, C. F. (2013). Book Review: Secularization, in defense of an unfashionable theory. Nova Religio: *The Journal of Alternative and Emergent Religions*, 16 (4), 132-133.

Silver, C. F. (2013). Book Review: Heaven's Gate, postmodernity, and popular culture in a suicide group. *Nova Religio: The Journal of Alternative and Emergent Religions*, 16 (4), 135-136.

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The Unlikely Academics Podcast – co-host, producer, and script writer

- S01E24 -- The Psychology of Interpersonal Dynamics, Understanding the Role of Personality in Graduate Work and Beyond
- S01E23 -- The Day Before, the Day of, and the Day Following in Taking the GRE. A Graduate Applicant's Guide to the Psychology of the GRE.
- S01E22 -- Opening up about Open Science for Grad Students
- S01E21 -- She/He Stole my Research, How to Prepare for Academic Creepers Scoping Your Work at Academic Conferences.
- S01E20 – Finding One's Song in the Cacophony of Life, Navigating the Challenges of a Disability When Seeking Life's Dream of Becoming a Music Professor.
- S01E19 – disABILITY as Culture and Cognition in Higher Education, An Interview with Dr. Michelle Rigler, Executive Director of the Disability Resource Center at UT Chattanooga
- S01E18 – Graduate School with Families, A Listener's Feedback with Questions and Answers Episode
- S01E17 -- Planning for International Conferences and Making the Most of Them as a Student or New Faculty.
- S01E16 -- Memoirs of a Person of Color in Graduate School – A personal reflection of minority experiences in privileged higher education.
- S01E15 -- Respect my Authoritah, Hope for the Best but Plan for the Worst in Graduate School and Teaching.
- S01E14 -- The Perception of Competition in Graduate School
- S01E13 --Managing Expectations and the Perception of Entitlement in Graduate School
- S01E12 -- The Psychology of Bullsh*t and Graduate School in Canada. An interview with Unlikely Academic, Doctoral Student, and Cognitive Psychologist, Mr. Shane Littrell from the University of Waterloo.
- S01E11 – The Working-Class Philosopher and His Analysis of the Absurdism of Applying to Graduate School and other Musings in the Deconstruction through Philosophy of the Higher Education Industry
- S01E10 -- Academic Conferences and Travel Dos and Do Nots, Why Not Treat Yourself!
- S01E09 – To Graduate School or Not to Graduate School, the perspective from two non-traditional undergraduate students in considering their graduate journey
- S01E08 – You Have Been Accepted to Graduate School, Which Do You Chose (including a Response to our Listeners)
- S01E07 – The Philosophy of Rejection, An interview with Philosopher Austin Kippes
- S01E06 -- I did not get in, or my friend did not get into graduate school, so now what?
- S01E05 -- Writing a Personal Statement and What if you are Contacted for an

Interview?

- S01E04 -- How to Organize an Application to Graduate School and Making Contact
- S01E03 -- The Truth about Standardized Testing and other Nuggets of Bureaucratic Profitability in Applying to Grad School
- S01E02 -- Applying to Graduate School for the Rest of Us
- S01E01 -- Don't Do It, Let Us Talk You Out of Graduate School
- S01E00 -- Getting to Know the Hosts of The Unlikely Academics

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PROFESSIONAL PRESENTATIONS

Shirck, D. Silver, C. F., & Durham, M. (2019). Faith development and moral imperative in a longitudinal perspective: The case of George S. Paper presented at the International Psychology of Religion Conference, Gdansk, Poland.

Eufinger, V., Silver, C. F., & Steppacher, A. (2019). *Triangulation of qualitative and quanitative results in longitudinal and cross cultural research*. Paper presented at the International Psychology of Religion Conference, Gdansk, Poland.

Mackey, C. D., Silver, C. F., Hood Jr., R. W., Chen, Z., & Greg, J. L. (2018). *Specialness measured: prototypical value and specialness of experience versus context in psychometric measures of meaningfulness.* Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Las Vegas, Nevada.

Mackey, C. D., Silver, C. F., & Hood, Jr., R. W. (2018). *Concealment of nonreligious identity: scale construction and validation.* Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Las Vegas, Nevada.

Silver, C. F. Olson, M. A. & Hood, Jr., R. W. (2018). *Your Jesus or my Jesus? Forensic personal constructions of Jesus as representations of the divine*. Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Las Vegas, Nevada.

Olson, M. A., Silver, C. F., Hood, R. W., & Larsen, J. T. (2018). *Implicit trait representations of God and Jesus: From alpha to omega*? Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Las Vegas, Nevada.

Silver, C. F. (2018). *New religious movements and nonbelief, cultural tension between the self and the social center.* Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Las Vegas, Nevada.

Silver, C. F., Swanson, S. B., Hood Jr., R. W. & Mackey, C. D. (2018). *Predictive correlates of religion and spiritual identity*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, California.

Silver C. F. Olson, M. A., Larsen, J. T., Swanson, S. B. & Hood R. W. (2018). *Social Perceptions of the Divine: Implicit Trait Associations with the Concepts of God and Jesus.* Poster presented at the annual meeting of the Society for Personality and Social Psychology, Atlanta, Georgia.

Silver, C. F. (2018). *Implicit bias in health care, understanding the social and unconscious cognitive aspects of bias within the health care industry*. Paper presented at the Culturally Inclusive Care Conference focused on Rural Health, Chattanooga, TN

Silver, C. F. (2017). *Understanding and Teaching About Implicit Bias, Dual Cognition in Application*. Paper presented at Moc Forward Diversity Conference, Chattanooga, TN.

Silver, C. F., & Swanson, S. B. (2017). *Following an Immigrant: Religion, Identity, and Social Concerns in a Longitudinal Perspective*. Paper presented at the Society for the Scientific Study of Religion Conference, Washington DC.

Silver, C. F., Olson, M. A., Swanson, S. B., Larsen, J. T. & Hood R. W. (2017). *Jesus in context, are mental images of Jesus malleable.* Paper presented at the bi-annual meeting of the International Psychology of Religion Conference, Hamar Norway.

Silver, C. F., & Swanson, S. B. (2017). Transitioning Boundaries, A 15 Year Longitudinal Trajectory of a Guatemalan in America. Paper presented at the bi-annual meeting of the International Psychology of Religion Conference, Hamar Norway.

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Silver, C. F., Olson, M.A., Fritzlen, K. Swanson, S. (2016). The automatic pilot, it's deflating, social cognition and the MODE model approach to right-wing authoritarianism. Presented at the annual meeting of the Society for the Scientific Study of Religion, Atlanta, Georgia.

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Ghazi, H., Hood, R. W., & Silver, C. F. (2014). *This above all, to thine own self, be true; spiritual and religious and the path to Western acculturation among Muslims.* Presented at the annual meeting of the Society for the Scientific Study of Religion, Indianapolis, Indiana.

Silver, C. F. & Coleman, T. J. (2014). *SSSR Plenary: Legacy, who was Jack Shand?* Presented at the annual meeting of the Society for the Scientific Study of Religion, Indianapolis, Indiana.

Durham, M. & Silver, C. F. (2014). *Religion, spirituality, and crisis: the case of Nancy T.* Presented at the annual meeting of the Society for the Scientific Study of Religion, Indianapolis, Indiana.

Silver, C. F. Klein, C., Hood, R. W., Keller, B., & Coleman, T. J. (2014). Reframing Spirituality: Mystical experience, openness to experience, religious styles as characteristics of spiritual self-identification. Presented at the annual meeting of the Society for the Scientific Study of Religion, Indianapolis, Indiana.

Silver, C. F. (2013). *Researching atheism in America: benefits and disadvantages*. As part of the Voices of Reason Series Presented at the Center for Inquiry International Headquarters in Buffalo, New York.

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Keller, B. Swhajor-Biesemann, A., Klein, C. Silver, C. F., Streib, H., & Hood, R. W. Jr. (2013). *How does "spirituality" relate to a biography? Typological Perspective on "spiritualities" with special attention to the 'spiritual atheists.'* Presented at the biannual meeting of the International Society for Psychology of Religion in Lausanne Switzerland.

Silver, C. F., Coleman, T. J. III., Keller, B., Klein, C. Hood, R. W. Jr., & Streib, H. (2013). *Religious and spiritual identity within the domain of "spiritual but not religious," psychometric comparisons and theoretical implications.* Presented at the biannual meeting of the International Society for Psychology of Religion in Lausanne Switzerland.

Streib, H. Klein, C. Keller, B., Silver, C. F., & Hood, R. W. Jr. (2013). *What does*

"spirituality" mean? Multi-method assessment of the semantics of 'spirituality.' Presented at the biannual meeting of the International Society for Psychology of Religion in Lausanne Switzerland.

Silver, C. F. & Coleman, T. J. III (2013). *Psychological correlates of spirituality in cross-cultural comparison.* Presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.

Kohls, N., Silver, C. F., Hood, R. W., Walach, H. (2013). *Exceptional experiences, mindfulness, spiritual practice, and mental distress*. 8th annual congress of the International Society for Complementary Medicine Research (ISCMR), London, 11-13.2013

Ghazi, H., Hood, R. W. & Silver, C. F. (2012). *Gain or loss, the politics of the participant-observer in Islam.* Presented at the annual meeting of the Society for the Scientific Study of Religion, Phoenix, Arizona.

Silver, C. F. & Swhajor, A. (2012). *Psychological correlates of the "Spirituality" of the "Spiritual, but not Religious"* selected dispositions and outcomes. Presented at the annual meeting of the Society for the Scientific Study of Religion, Phoenix, Arizona.

Silver C. F. & Hood R. W. Jr. (2012). *Atheist and agnostic deconversion: A psychological examination of popular sociological theory.* Presented at the 10th Annual Mid-Year Research Conference on Religion and Spirituality, hosted by Division 36 of the American Psychological Association, Columbia, MD.

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Silver, C. F. (2005). *The undiscovered country: Jagadguru Kripalu Parishat is a redefinition of North American Hinduism*. Presented at the annual meeting of the Society for the Scientific Study of Religion, Rochester, New York.

Silver, C. F. & Ross, C. F. J. (2005). *Tibetan Buddhism in a new key: an exploration of New Kadampa Buddhism's appeal to non-Asian North Americans*. Presented at the annual meeting of the Society for the Scientific Study of Religion, Rochester, New York.

Silver, C. F. (2005). *A variety of deconversion trajectories construction of a typology: the examination of two case studies from the United States*. Presented at the annual

meeting of the Society for the Scientific Study of Religion, Rochester, New York.

Ross, C. F. J. & Silver, C. F. (2005). *Personality, religious, and spiritual experiences within the New Kadampa Tradition of Buddhism.* Presented at the annual meeting of American Psychological Association, Washington DC.

Silver, C. F. (2004). *Critic on the book review panel of Margaret M. Poloma's Main Street Mystics: The Toronto blessing and reviving Pentecostalism* (AltaMira Press). Presented at the annual meeting of the Society for the Scientific Study of Religion, Kansas City, Missouri.

Silver, C. F. (2004). *"To be or not to be": ISKCON, African Americans, and the role of initiation in the identity of Gaudiya-Vaishnava Believers in the Southeastern United States*. Presented at the annual meeting of the Society for the Scientific Study of Religion, Kansas City, Missouri

Silver, C. F. & Swanson, R. (2004). *Case studies of deconverts from new religious fundamentalism in the United States*. Presented at the annual meeting of American Psychological Association, Honolulu, HI

Hood, R. W. & Silver, C. F. (2004). *Quantitative comparison of religious deconverts and members in new religious movements.* Presented at the annual meeting of American Psychological Association, Honolulu, HI

Silver, C. F., Thorpe, H. & Hood, R. W. (2004) *Participant Perceptions of Abortion Resistance and Terrorism*. Poster presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA

Silver, C. F. (2004). *Atlanta Hare Krishna devotee perceptions of proselytizing and religious conversion effectiveness.* Presented at the annual meeting of Southeastern Commission for the Study of Religion, Atlanta, GA

Silver, C. F. (2003). *"Blood-n-Fire" as a facilitator of spiritual transformation.* Presented at the annual meeting of The Society for the Scientific Study of Religion, Norfolk, VA

Silver, C. F. & Hood, R. W. (2003). *Religious ritual, serpents, and recall; an examination of religious ritual recall and recognition.* Presented at the annual meeting of The Society for the Scientific Study of Religion, Norfolk, VA

Hood, R. W., Strieb, H., Morris, R., & Silver, C. F. (2002). *Fundamentalism, right-wing authoritarianism reconsidered in light of an intra-textual model of fundamentalism.* Presented at the annual meeting of The Society for the Scientific Study of Religion, Salt Lake City, UT

Silver, C. F. (2001). *The relationship between religious Knowledge, and Dogmatism in*

College Students. Presented at the annual meeting of Southeastern Psychological Association. Orlando, FL

DISSERTATION & THESIS COMMITTEES

Alton, K. (2018). *Development of the McLaren-Alton Spirituality Scale (MASS)*. Masters Thesis Committee Member.

Mackey, C. (2018). *Concealment of Nonreligious Identity: Scale Construction and Validation.* Master's Thesis Co-Chair

Madrigal, J. (2018). *The need to believe: Belief in science & religious belief examined as more general components of positive psychological functioning*. University Honors Thesis Committee Member.

Hall, T. (2018). *Personal Ethnography as Applied Learning: A Qualitative Explorative Ethnographic Observational Study of Social Comparison*. University Honors Thesis Committee Chair.

Ghazi, H. (2016). *Spirituality, An Indicator of Acculturation Among Muslims.* Research Psychology Master's Thesis Co-Chair

Matty, M. (2014). *Faith and Homosexuality: Grace, Religious Problem-Solving Styles and the Internalized Homophobia of Homosexuals*. University Honors Thesis Committee Member.

MEDIA INTERVIEWS

CNN

1. http://religion.blogs.cnn.com/2013/07/15/the-six-types-of-atheists/

2. http://religion.blogs.cnn.com/2013/07/18/the-story-behind-the-six-types-of-atheists-study/

The Raw Story

http://www.rawstory.com/rs/2013/07/02/atheism-study-authors-congratulations-non-believers-youre-just-like-everybody-else

The Christian Post

http://www.christianpost.com/news/researchers-ritual-atheists-and-agnostics-could-be-sitting-next-to-you-in-church-99373/

The University of Tennessee at Chattanooga Public Relations Office

http://blog.utc.edu/news/2013/07/professor-and-student-label-six-types- of-non-believers/

WTVC News Channel 9

http://www.newschannel9.com/news/top-stories/stories/utc-professor-defines-6-types-atheism-6313.shtml

Chattanooga Times Free Press

http://www.timesfreepress.com/news/2013/jul/30/study-finds-diverse-world-of-atheism/

Additional Media Exposure

The Huffington Post

http://www.huffingtonpost.com/2013/07/13/atheist-study_n_3587748.html?utm_hp_ref=religion

The Guardian

http://www.theguardian.com/commentisfree/andrewbrown/2013/jul/15/six-types-of-atheist?post_id=1381390701_10200221457284066#_=_

Alternet

http://www.alternet.org/belief/6-types-atheists-and-non-believers-america

The Washington Post

http://www.washingtonpost.com/blogs/on-faith/wp/2013/07/31/varieties-of-atheist-experience/

APPENDIX E Load Model Example

Doctoral Faculty - FACULTY LOAD - Period covered (SAMPLE)

Faculty Member	Registered Students Units	Advisor Units	Diss. Chair Units	Diss. Co-Chair Units	Diss. Method Units	Diss. Comm Units	Scholarship Units	Leadership Role	Totals
Bernard	84	0	8	0	12	2			106
Crawford	66	26	32	2	16	9			151
Miller	69	0	20	0	4	3			96
Rausch	84	26	48	2	0	10			170
Banks	132	0	0	0	10	0			142
O'Brien	57	0	0	0	2	1			60

Registered students: Registered student x course hours

Example: 4, 3-credit hour courses per semester x 10 students = 4 x 3 x 10 = 120 load units

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 single article (per semester) = 15 load units

Leadership Role: up to 30 units

Example: Program Director up to 30 load units

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 chair as appropriate.

All doctoral faculty must maintain a 120 load unit, per semester. (240 load units per 9-month academic year) This is considered the minimum full load.

This load can be accomplished by teaching a four course load each semester, (4 courses X 10 students (min) each course X 3 credit hours per course = 120 load units. 240 load units (120 + 120) per 9-month academic year. Load units are accumulated (beyond teaching) as described below.

Program Advisor (Primary): 1 unit per student per registered
Diss. Chair : 4 units per student per registered semester
Diss. Co-Chair : 2 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 published or presented peer-reviewed scholarly product preapproved by the Director
Leadership Role: up to 30 units

Faculty Member	Courses	Student Count		Course Count	Dissertation Chair	Dissertation Co-Chair	Dissertation Method.	Dissertation Committee	Scholarship	Leadership	Advisees
Bernard		**28.0**			**2**	**0**	**6**	**2**			
	EDUC 5140 Teaching in Diverse Classrooms	22.0									
	EDUC/EPSY 5010 Methods of Educational Research	6.0									
	LEAD 7999 Dissertation										
Crawford		**22.0**			**8**	**1**	**8**	**9**			**26**
	LEAD 7700 Pre-Dissertation Seminar	9.0									
	LEAD 7810 Cognitive Aspects of Decision Making	6.0									
	LEAD 7991 Research Seminar	2.5									
	LEAD 7997 Individual Studies: Active Learning Research: Shakespeare	1.0									
	LEAD 7997 Individual Studies: Community-Based Participatory Research	1.0									
	LEAD 7830 Higher Education Administration and Leadership	2.5									
	LEAD 7995 Comprehensive Assessment Continuance	3.0									
	LEAD 7999 Dissertation										
Miller		**23.0**			**5**	**0**	**2**	**3**			
	EDS 6100 Program Evaluation	11.0									
	LEAD 7610 Measurement, Evaluation and Assessment	12.0									
	LEAD 7999 Dissertation										
Rausch		**28.0**			**12**	**1**	**0**	**10**			**26**
	LEAD 7810 Cognitive Aspects of Decision Making	6.0									
	LEAD 7991 Research Seminar	2.5									
	LEAD 7100 Leadership Theory and Transformation	14.0									
	LEAD 7830 Higher Education Administration and Leadership	2.5									
	LEAD 7995 Comprehensive Assessment Continuance	3.0									
	LEAD 7999 Dissertation										
Banks		**44.0**			**0**	**0**	**5**	**0**			
	COUN 5480 Measurement and Assessment in Counseling	21.0									
	EDUC 5220 Instructional Planning and Evaluation	9.0									
	LEAD 7340 Statistics for Research Design and Analysis	14.0									
O'Brien		**19.0**			**0**	**0**	**1**	**1**			
	COUN 5530 Family Counseling I	15.0									
	COUN 5500 Counseling Practicum	4.0									

APPENDIX F Graduate & Alumni Survey Results

Initial Report

Learning and Leadership Doctorate Exit Survey

January 29th 2020, 3:16 pm EST

Q37 - What is your gender?

#	Answer	%	Count
1	Female	42.55%	20
2	Male	57.45%	27
	Total	100%	47

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	What is your gender?	1.00	2.00	1.57	0.49	0.24	47	100.00%	100.00%

Q39 - What is your age?

#	Answer	%	Count
1	21 - 25	0.00%	0
2	26 - 30	2.13%	1
3	31 - 35	17.02%	8
4	36 - 40	17.02%	8
5	41 - 45	6.38%	3
6	46 - 50	21.28%	10
7	51 - 55	14.89%	7
8	56 - 60	12.77%	6
9	61 - 65	6.38%	3
10	66 - 70	2.13%	1
11	71 - 75	0.00%	0
12	76 - 80	0.00%	0
13	81 - 85	0.00%	0
14	Over 85	0.00%	0
	Total	100%	47

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	What is your age?	2.00	10.00	5.68	2.02	4.09	47	19.15%	0.00%

Q41 - How would you classify yourself?

#	Answer	%	Count
1	Non-Resident Alien	0.00%	0
2	White, Non-Hispanic	78.72%	37
3	American Indian/Alaskan Native, Non-Hispanic	2.13%	1
4	Black, Non-Hispanic	12.77%	6
5	Asian, Non-Hispanic	2.13%	1
6	Hispanic	0.00%	0
7	Two or more races, Non-Hispanic	2.13%	1
8	Unknown Race	2.13%	1
	Total	100%	47

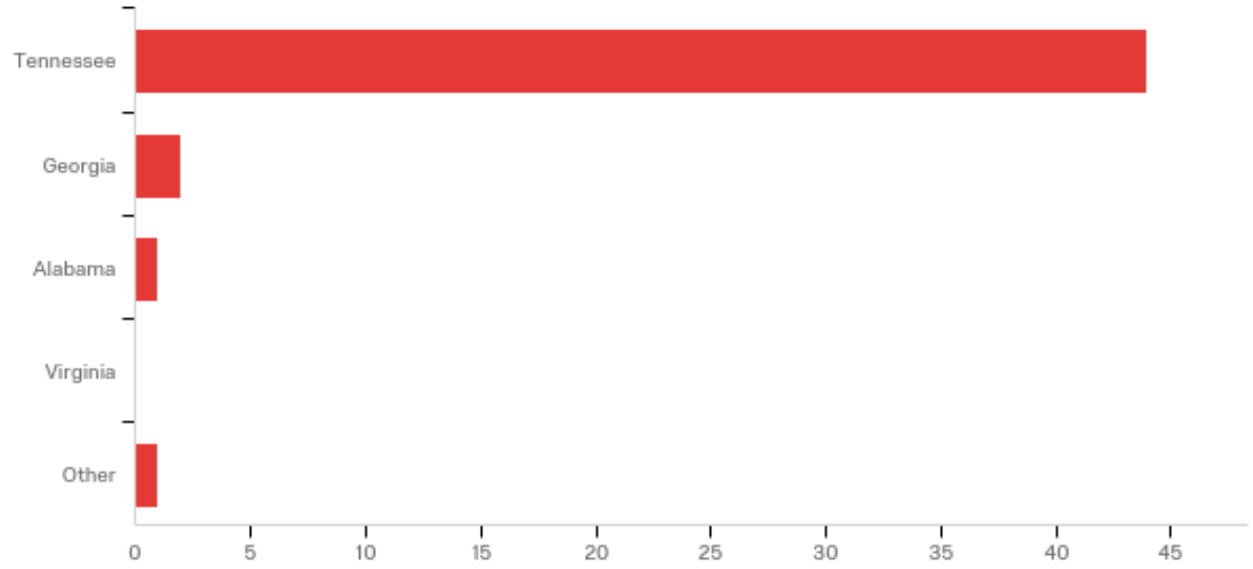
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	How would you classify yourself?	2.00	8.00	2.57	1.30	1.69	47	80.85%	4.26%

Q43 - In which year did you enroll in the Learning and Leadership Doctoral Program?

#	Answer	%	Count
1	2005	6.38%	3
2	2006	4.26%	2
3	2007	10.64%	5
4	2008	8.51%	4
5	2009	12.77%	6
6	2010	19.15%	9
7	2011	21.28%	10
8	2012	12.77%	6
9	2013	4.26%	2
10	2014	0.00%	0
11	2015	0.00%	0
12	2016	0.00%	0
13	2017	0.00%	0
14	2018	0.00%	0
	Total	100%	47

#	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	9.00	5.49	2.13	4.55	47	21.28%	0.00%

Q45 - In which state did you reside upon enrollment in the doctoral program?

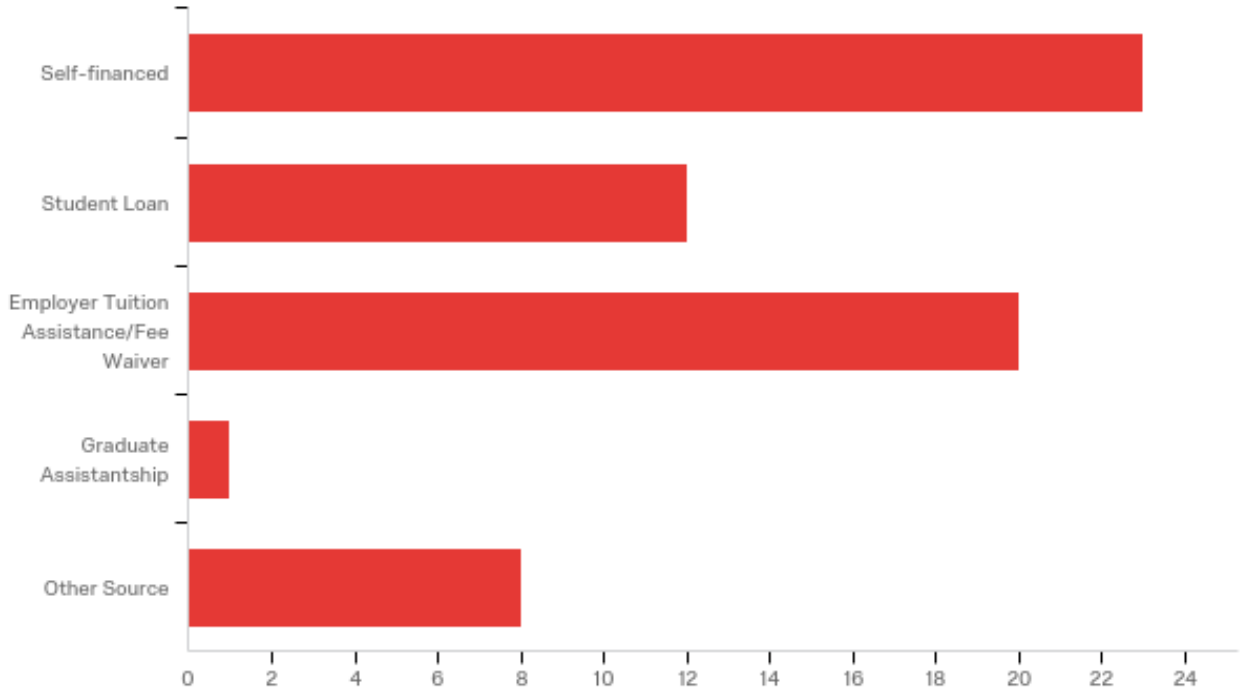


#	Answer	%	Count
1	Tennessee	91.67%	44
2	Georgia	4.17%	2
3	Alabama	2.08%	1
4	Virginia	0.00%	0
5	Other	2.08%	1
	Total	100%	48

Other

Other - Text
Kentucky

Q47 - How did you fund your doctoral program tuition? (please select all that apply)



#	Answer	%	Count
1	Self-financed	35.94%	23
2	Student Loan	18.75%	12
3	Employer Tuition Assistance/Fee Waiver	31.25%	20
4	Graduate Assistantship	1.56%	1
5	Other Source	12.50%	8
	Total	100%	64

Other Source

Other Source - Text
Post 9-11 GI Bill
GI Bill
*This says check all that apply, but he 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 assitantship only covered two years. I self-financed the remaining three years.

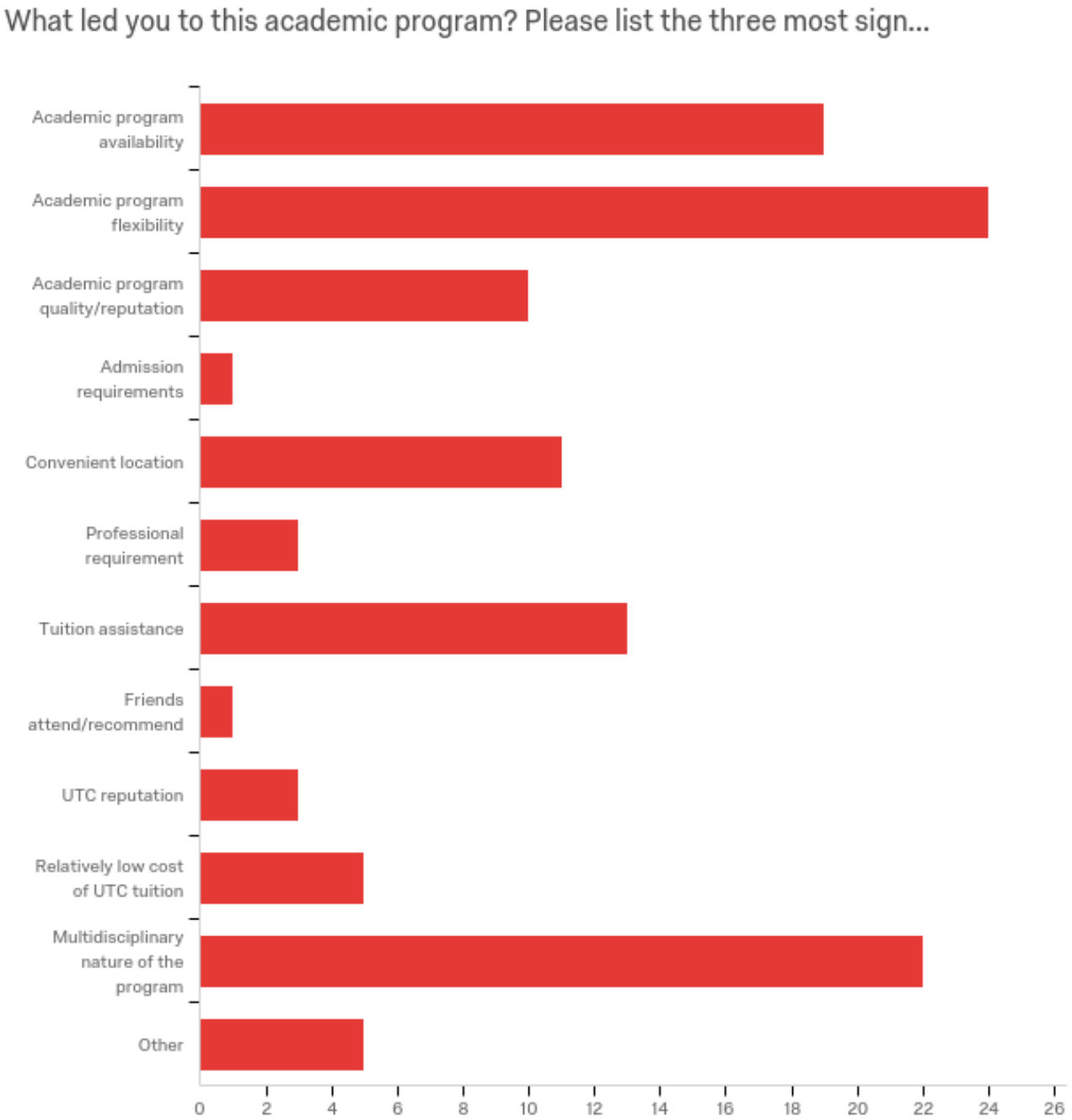
all of the above - will not let me select all

Q49 - In which year did you receive your doctoral degree?

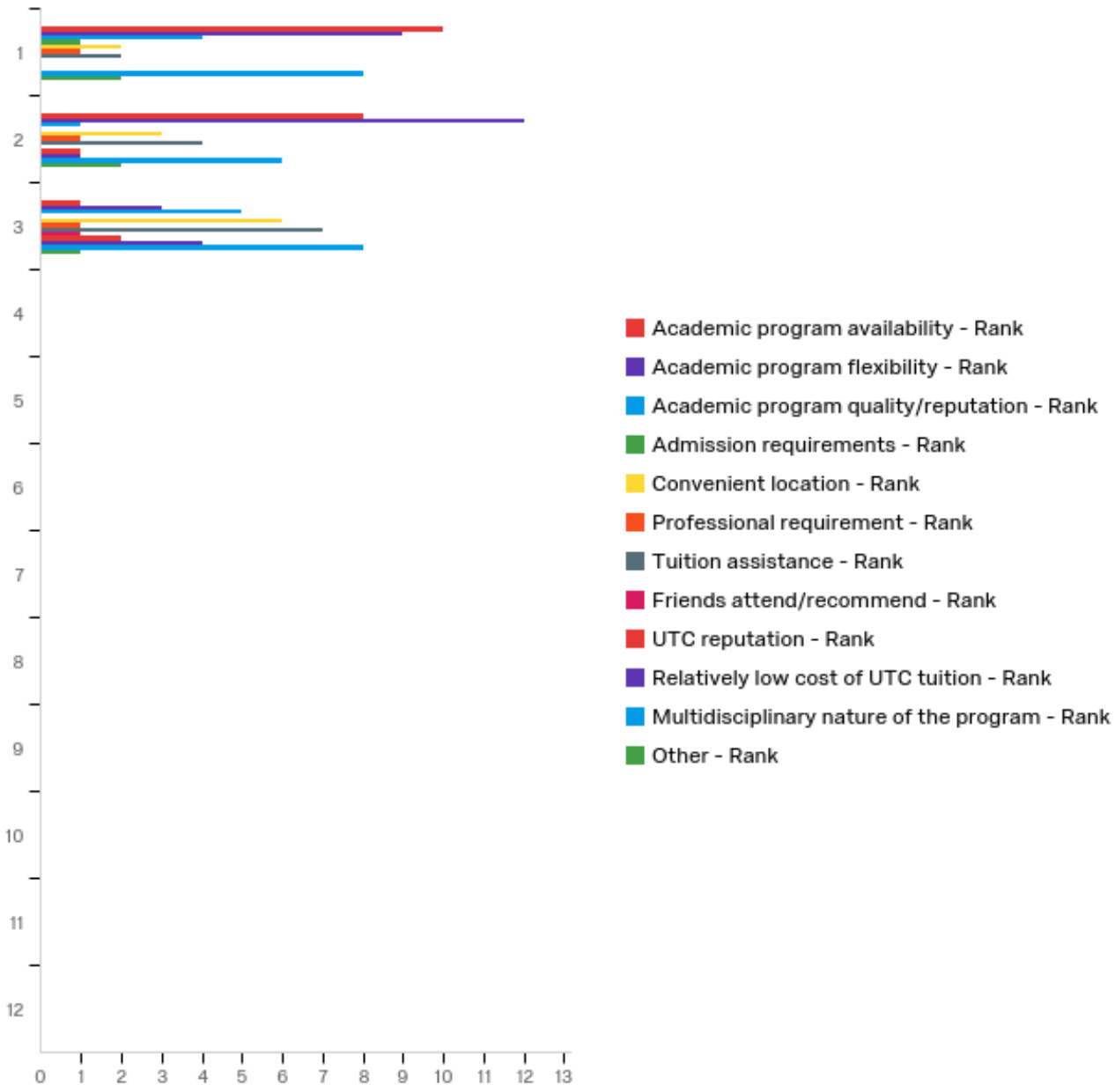
#	Answer	%	Count
5	2012	0.00%	0
6	2013	0.00%	0
7	2014	0.00%	0
8	2015	14.81%	4
9	2016	7.41%	2
10	2017	33.33%	9
11	2018	33.33%	9
12	2019	11.11%	3
14	2020	0.00%	0
15	2021	0.00%	0
	Total	100%	27

#	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	12.00	7.00	3.93	15.43	46	0.00%	6.52%

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...



Other - Text
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:

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	My doctoral program challenged me intellectually.	75.00%	36	20.83%	10	4.17%	2	0.00%	0	48
2	I perceived the intellectual caliber of the participants in my doctoral program to be doctoral level.	50.00%	24	35.42%	17	14.58%	7	0.00%	0	48
3	My relationship with other participants in the doctoral program was meaningful.	66.67%	32	22.92%	11	10.42%	5	0.00%	0	48
4	The intellectual caliber of the faculty was doctoral level.	81.25%	39	16.67%	8	2.08%	1	0.00%	0	48

#	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	1.29	0.54	0.29	48	100.00%	25.00%
2	I perceived the intellectual caliber of the participants in my doctoral program to be doctoral level.	1.00	3.00	1.65	0.72	0.52	48	100.00%	50.00%
3	My relationship with other participants in the doctoral program was meaningful.	1.00	3.00	1.44	0.67	0.45	48	100.00%	33.33%
4	The intellectual caliber of the faculty was doctoral level.	1.00	3.00	1.21	0.45	0.21	48	100.00%	18.75%

Q13 - To what extent do you agree/disagree with the following statements about your doctoral program:

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	Doctoral participants were treated respectfully by the faculty.	77.08%	37	18.75%	9	4.17%	2	0.00%	0	48
2	The quality of learning facilitation was excellent.	64.58%	31	29.17%	14	6.25%	3	0.00%	0	48
3	My engagement with the faculty was meaningful.	75.00%	36	20.83%	10	4.17%	2	0.00%	0	48

#	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	1.27	0.53	0.28	48	100.00%	22.92%
2	The quality of learning facilitation was excellent.	1.00	3.00	1.42	0.61	0.37	48	100.00%	35.42%
3	My engagement with the faculty was meaningful.	1.00	3.00	1.29	0.54	0.29	48	100.00%	25.00%

Q15 - Please select that which best describes your view as to the value of each of the delivery formats utilized in your doctoral program:

#	Question	Extremely Valuable		2		3		4		Not at all Valuable		Total
1	The face-to-face meetings of your core doctoral courses.	91.67%	44	0.00%	0	6.25%	3	2.08%	1	0.00%	0	48
2	The Virtual Classroom (UTC Learn) element of your core doctoral courses.	29.17%	14	37.50%	18	22.92%	11	8.33%	4	2.08%	1	48
3	The combined Hybrid delivery format (combination of face-to-face and Virtual	52.08%	25	29.17%	14	10.42%	5	8.33%	4	0.00%	0	48

	Classroom) of your core doctoral courses.											
4	The Dissertation Couse Space through the LMS (UTC Learn).	53.57%	15	42.86%	12	3.57%	1	0.00%	0	0.00%	0	28

#	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	1.19	0.63	0.40	48	97.92%	8.33%
2	The Virtual Classroom (UTC Learn) element of your core doctoral courses.	1.00	5.00	2.17	1.01	1.01	48	89.58%	33.33%
3	The combined Hybrid delivery format (combination of face-to-face and Virtual Classroom) of your core doctoral courses.	1.00	4.00	1.75	0.95	0.90	48	91.67%	18.75%
4	The Dissertation Couse Space through the LMS (UTC Learn).	1.00	3.00	1.50	0.57	0.32	28	100.00%	3.57%

Q17 - To what extent do you agree/disagree with the following statements:

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	The coursework, seminars, readings, group work, etc. adequately prepared me for the Comprehensive Assessment.	66.67%	18	33.33%	9	0.00%	0	0.00%	0	27
2	The Comprehensive Assessment process adequately reflected my academic growth and achievement.	66.67%	18	33.33%	9	0.00%	0	0.00%	0	27
3	The quality of Program Advisement was adequate.	63.83%	30	29.79%	14	6.38%	3	0.00%	0	47
4	I received the necessary support to develop a Dissertation topic and Prospectus.	72.34%	34	21.28%	10	6.38%	3	0.00%	0	47
	I received the necessary support to successfully write the Dissertation Proposal.	74.47%	35	23.40%	11	2.13%	1	0.00%	0	47

	I received the necessary support to successfully conduct the Dissertation research.	70.21%	33	23.40%	11	6.38%	3	0.00%	0	47
	I received the necessary support while writing and defending the Dissertation.	76.60%	36	21.28%	10	2.13%	1	0.00%	0	47
	The Dissertation Course Space in the LMS (UTC Learn) assisted me with structure, planning, and ongoing progress on the Dissertation.	63.83%	30	27.66%	13	8.51%	4	0.00%	0	47

#	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	1.33	0.47	0.22	27	100.00%	33.33%
2	The Comprehensive Assessment process adequately reflected my academic growth and achievement.	1.00	2.00	1.33	0.47	0.22	27	100.00%	33.33%
3	The quality of Program Advisement was adequate.	1.00	3.00	1.43	0.61	0.37	47	100.00%	36.17%
4	I received the necessary support to develop a Dissertation topic and Prospectus.	1.00	3.00	1.34	0.59	0.35	47	100.00%	27.66%
5	I received the necessary support to successfully write the Dissertation Proposal.	1.00	3.00	1.28	0.49	0.24	47	100.00%	25.53%
6	I received the necessary support to successfully conduct the Dissertation research.	1.00	3.00	1.36	0.60	0.36	47	100.00%	29.79%
7	I received the necessary support while writing and defending the Dissertation.	1.00	3.00	1.26	0.48	0.23	47	100.00%	23.40%
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	1.45	0.65	0.42	47	100.00%	36.17%

Q19 - To what extent do you agree/disagree with the following statements:

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	Support provided by the Program Office was adequate.	91.49%	43	6.38%	3	2.13%	1	0.00%	0	47
2	Communication provided by the Program Office was adequate.	87.23%	41	10.64%	5	2.13%	1	0.00%	0	47
3	The learning facilities for face-to-face sessions were adequate.	70.83%	34	29.17%	14	0.00%	0	0.00%	0	48

#	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	1.11	0.37	0.14	47	100.00%	8.51%
2	Communication provided by the Program Office was adequate.	1.00	3.00	1.15	0.41	0.17	47	100.00%	12.77%
3	The learning facilities for face-to-face sessions were adequate.	1.00	2.00	1.29	0.45	0.21	48	100.00%	29.17%

Q21 - To what extent do you agree/disagree with the following statements:

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	The induction/orientation experience was a significant element of my doctoral program.	50.00%	24	35.42%	17	10.42%	5	4.17%	2	48
2	My doctoral program prepared me for my professional goals and directions.	62.50%	30	31.25%	15	6.25%	3	0.00%	0	48
3	I would recommend UTC's Learning and Leadership Doctoral Program to others.	70.21%	33	23.40%	11	2.13%	1	4.26%	2	47

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	The induction/orientation	1.00	4.00	1.69	0.82	0.67	48	95.83%	50.00%

	experience was a significant element of my doctoral program.								
2	My doctoral program prepared me for my professional goals and directions.	1.00	3.00	1.44	0.61	0.37	48	100.00%	37.50%
3	I would recommend UTC's Learning and Leadership Doctoral Program to others.	1.00	4.00	1.40	0.73	0.54	47	95.74%	29.79%

Q23 - As a result of completing your doctoral program, how well prepared were you in relation to the following:

#	Question	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.	64.58%	31	31.25%	15	2.08%	1	2.08%	1	0.00%	0	48
2	Synthesis of Theory and Practice: Connect appropriate theoretical constructs to experiences to demonstrate deep understanding.	64.58%	31	31.25%	15	4.17%	2	0.00%	0	0.00%	0	48
3	Professional Growth: Apply learning in a relevant and meaningful way to your workplace.	77.08%	37	16.67%	8	2.08%	1	2.08%	1	2.08%	1	48
4	Specifically within each competency area: Organizational Effectiveness: Demonstrate	66.67%	32	27.08%	13	4.17%	2	2.08%	1	0.00%	0	48

	working knowledge of ethical behavior, foundations of organizational history and philosophy, and emerging trends.											
5	Learning: Demonstrate a working knowledge of human and organizational learning and cognition theories.	72.92%	35	25.00%	12	0.00%	0	2.08%	1	0.00%	0	48
	Leadership: Demonstrate a working knowledge of leadership theories, transformation, change and human behavior.	79.17%	38	18.75%	9	0.00%	0	2.08%	1	0.00%	0	48
	Communication: Demonstrate a working knowledge of human and organizational communication and appropriate and skillful use of verbal and written communication.	64.58%	31	29.17%	14	4.17%	2	2.08%	1	0.00%	0	48
	Measurement: Demonstrate a working knowledge of theory and practice in individual and organizational assessment strategy.	52.08%	25	35.42%	17	8.33%	4	4.17%	2	0.00%	0	48
	Research: Demonstrate a working knowledge of the analysis and synthesis of existing research, and the ability to develop, conduct, and report new research.	70.83%	34	22.92%	11	2.08%	1	4.17%	2	0.00%	0	48
	Technology & Innovation:	47.92%	23	37.50%	18	8.33%	4	4.17%	2	2.08%	1	48

	Demonstrate a working knowledge of the relationship between innovation and technology and the application of current technology in learning and leadership.									

#	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	1.42	0.64	0.41	48	97.92%	4.17%
2	Synthesis of Theory and Practice: Connect appropriate theoretical constructs to experiences to demonstrate deep understanding.	1.00	3.00	1.40	0.57	0.32	48	100.00%	4.17%
3	Professional Growth: Apply learning in a relevant and meaningful way to your workplace.	1.00	5.00	1.35	0.80	0.65	48	95.83%	6.25%
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	1.42	0.67	0.45	48	97.92%	6.25%
5	Learning: Demonstrate a working knowledge of human and organizational learning and cognition theories.	1.00	4.00	1.31	0.58	0.34	48	97.92%	2.08%
6	Leadership: Demonstrate a working	1.00	4.00	1.25	0.56	0.31	48	97.92%	2.08%

	knowledge of leadership theories, transformation, change and human behavior.								
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	1.44	0.67	0.45	48	97.92%	6.25%
8	Measurement: Demonstrate a working knowledge of theory and practice in individual and organizational assessment strategy.	1.00	4.00	1.65	0.80	0.65	48	95.83%	12.50%
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	0.73	0.53	48	95.83%	6.25%
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	1.75	0.92	0.85	48	93.75%	14.58%

Q25 - To what extent do you agree/disagree with the following statements:

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	I created the opportunity to participate in meaningful research with faculty members.	36.17%	17	53.19%	25	6.38%	3	4.26%	2	47
2	I created the opportunity to present at professional/academic conferences.	31.25%	15	47.92%	23	14.58%	7	6.25%	3	48
3	I created the opportunity to attend professional/academic conferences or seminars.	35.42%	17	47.92%	23	12.50%	6	4.17%	2	48

#	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	1.79	0.74	0.55	47	95.74%	63.83%
2	I created the opportunity to present at professional/academic conferences.	1.00	4.00	1.96	0.84	0.71	48	93.75%	68.75%
3	I created the opportunity to attend professional/academic conferences or seminars.	1.00	4.00	1.85	0.79	0.62	48	95.83%	64.58%

Q27 - Are you currently employed?

#	Answer	%	Count
1	Yes	91.67%	44
2	No	8.33%	4
	Total	100%	48

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Are you currently employed?	1.00	2.00	1.08	0.28	0.08	48	100.00%	100.00%

Q31 - Has receiving a doctoral degree had an effect upon your career?

#	Answer	%	Count
1	Yes	77.08%	37
2	No	22.92%	11
	Total	100%	48

#	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	1.23	0.42	0.18	48	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 describe.
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 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 empoyers 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 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 researsch 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 higer 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 recieved 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. 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.
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.

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 postiive 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 and 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 prefered 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 not?
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 prividing 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.
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 expereinces 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 Leadership Doctoral Program?
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 flexibilty 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!!
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 monotenous 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 necessaary for doctoral level work. These were the key features of the Extended Delivery Format as I eperienced 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 pivital 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 the 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

I feel that the faculty is its greatest strength. They are highly knowledgable and helpful to learners. The program's time flexibilty 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 Learning and Leadership Doctoral Program?
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 fell 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.

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 enthusiactically 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.

Flexibility and openess 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.

Learning and Leadership Alumni Survey - June 2019

Q1. Please provide your first and last name.

Q2. Please provide your preferred email address. (If there is a second email address you check regularly, please feel free to provide it as well, separating the two addressed by a comma).

Q3. Please provide your current mailing address (optional).

Q4. Please provide your current cell phone number with area code (optional).

Q6. Please provide your current job title.

38946709	Associate Professor
38889702	Department Head, Occupational Therapy Doctoral Program
38856535	Assistant Principal / Athletic Director
38852433	Associate Vice President
38838976	Lecturer
38838433	Instructional Coach
38834785	Professor and Director of Radiation Therapy
38834700	Financial Underwriter

38834180	Visiting Lecturer
38424836	Associate faculty/Educational Consultant
38362004	Director of ExceptionL Student Services
38307773	Orthotic Manager, Senior Clinical Specialist
38094337	Digital and Data Services Librarian
37998166	Lecturer
37854411	Director of Legal and Risk Managment
37733772	Chair, Teacher Education Department
37702315	Director of Federal Programs and Instruction
37701055	Coordinator, Bible History Program
37690906	History and Student Success instructor
37688415	Missionary
37673612	Middle School Principal
37671843	Senior English Lecturer
37669408	Director, Jones Center for Leadership and Service
37668434	Teacher
37665611	Environmental Science Senior Lecturer, Environmental Science Associate Head
37664300	Assistant Professor, Department Chair of the Goodfriend School of Business, Faculty Athletics Representative
37663987	Director of School-based Counseling
37661223	Professor of Education, Dean of Social Science and Learning Design
37658309	Quality Management Specialist

37654792	Senior Lecturer in English and Honors College Faculty.
37652871	Senior Director, Consulting

Q7. Please provide your employer (company) name.

38946709	University of the Incarnate Word
38889702	University of Tennessee at Chattanooga
38856535	Ridgeland High School (Walker County Schools)
38852433	University of Alabama
38838976	UTC
38838433	Hamilton County Department of Education
38834785	Chattanooga State Community College
38834700	Blue Cross Blue Shield of Tennessee
38834180	UT Chattanooga
38424836	Ashford University/Self-employed
38362004	Dalton Public Schools
38307773	Ottobock Healthcare
38094337	California State University Channel Islands
37998166	UTC

37854411	Life Care Legal and Risk Services
37733772	Welch College
37702315	Manchester City Schools
37701055	Hamilton County Schools
37690906	Georgia Northwestern Technical College
37688415	Association of Baptists for World Evangelism
37673612	Melrose Public Schools
37671843	The University of Tennessee at Chattanooga
37669408	University of Tennessee, Knoxville
37668434	Catoosa County Public Schools
37665611	University of Tennessee at Chattanooga
37664300	Tennessee Wesleyan University
37663987	Mercy Community Healthcare
37661223	Covenant College
37658309	BlueCross BlueShield of Tennessee
37654792	UTC
37652871	GE Healthcare

Q11. As you reflect, has your doctorate in Learning and Leadership contributed to your life (professionally/personally)?

	Answer	Count	Percent
1.	Yes	31	100.00%
2.	No	0	0.00%
	Total	31	100%

Mean : **1.000**	Confidence Interval @ 95% : **[1.000 - 1.000]**	Standard Deviation : **0.000**	Standard Error : **0.000**

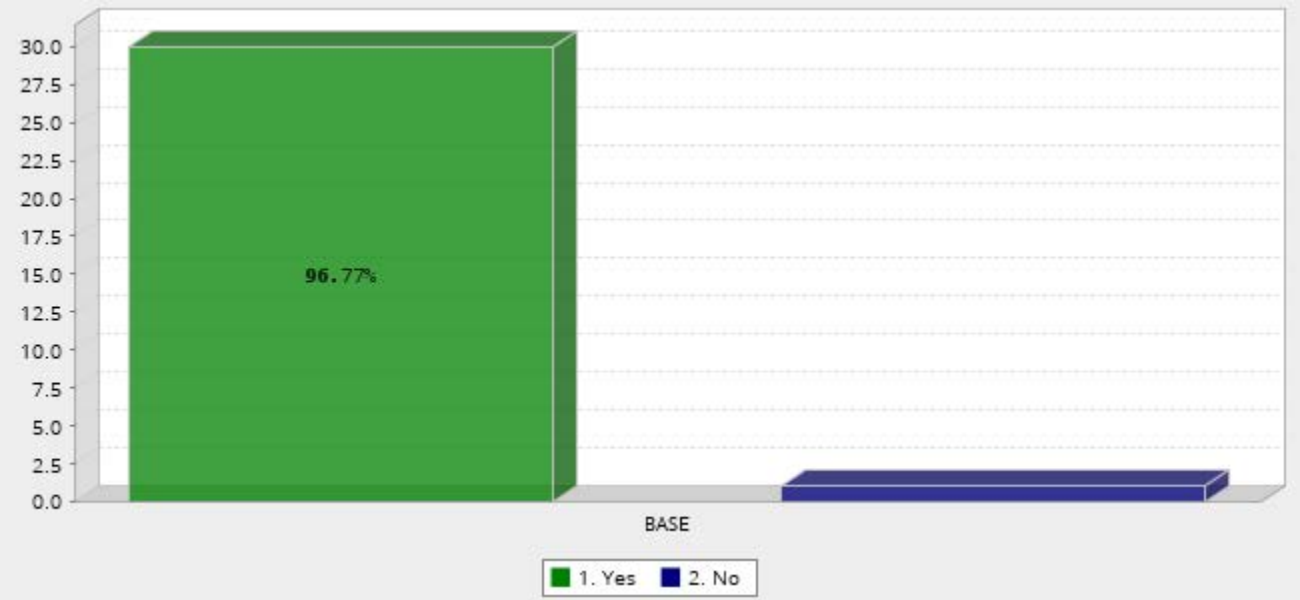
Q11. As you reflect, has your doctorate in Learning and Leadership contributed to your life (professionally/personally)?

[Yes] Learning theory and program evaluation have been essential to building and improving the program I've worked with for the past 7 years.
[Yes] I am able to be in my current position as a result of my doctorate
[Yes] It's opened many doors for me professionally. It has changed the way I think about and approach many topics whether personally or professionally. It has challenged the way I think about things, particularly more complex matters.
[Yes] Confidence in myself as a leader capable of impacting change.
[Yes] It has granted me a number of professional opportunities that wouldn't have otherwise been offered.
[Yes] The process of completing the Learning and Leadership program reinforced the importance of being persistent and determined in both my personal and professional life.
[Yes] It has helped me prepare for various roles in higher education administration.
[Yes] Professionally opening opportunity to teach on collegiate level.
[Yes] It has made opportunities available for me to use the skills I've honed in my education and experiences.
[Yes] It has made me reflective in my practice, and though the MS is the terminal degree for librarians, having the doctorate gains me the respect of teaching faculty when I work with them.
[Yes] I utilize the logical thinking skills, the critical thinking skills, the COHORT team participation skills, and the organizational skills I learned during the class components of the program to enhance my daily contributions to my professional organization.
[Yes] I would not have the current position I have if I had not earned the Ed.D. ; it has also made me a more reflective practitioner.

[Yes] The Learning and Leadership program allowed me to grow by building long-lasting relationships and connections as well as provided a platform that encouraged me to think, reflect and expand my knowledge beyond just education. It was a great experience that I would not trade and have in fact encouraged others to apply so they can also experience the learning opportunities that UTC provides.
[Yes] Personally - I had such a rich experience in the UTC EdD program. I was able to meet some really fantastic colleagues in my cohort. Additionally, my experience was personally enriched by my engagement with a few key faculty members. Professionally -- having earned a terminal degree has opened many doors for me. I have been able to use my work at UTC as a great starting point for many professional endeavors, specifically job opportunities, that would not have been possible without the doctoral degree.
[Yes] The degree made me more thoughtful and less persuaded by unsubstantiated facts (aka opinions posing as facts). It also broadened my circle of knowledge, which I use daily in the classroom.
[Yes] It has prepared me to better analyze situations in multiple contexts and to lead my team to fulfill its goals.
[Yes] Demonstrates commitment to learning that is potentially attractive to employers. I was able to teach a graduate course, which requires a terminal degree.
[Yes] The experience of researching the vital issue of learning transfer has proven increasingly relevant to my field of expertise: preparing students of all disciplines to apply the information taught in Rhetoric and Composition to other areas of their academic pursuits.
[Yes] The program influences my daily work in undergraduate leadership education and having the doctorate in this specific program helped me in the interview and selection process for my current position. The lessons I learned in the program contribute to how I lead my office as well, specifically strategic planning and assessment.
[Yes] Higher Pay Opened Doors of Opportunity
[Yes] The program prepared me for moving up in the Chain of Command within my Department at UTC. I am now an Associate Head for ESC, which is unheard of for a Lecturer. I have also had great success in publishing in recent years, which is not a formal requirement of my current position.
[Yes] After completing my doctorate, I was promoted to department chair of TWU's Goodfriend School of Business. Also, I now possess the credentials to teach in TWU's MBA program.

[Yes] It prepared me for how organizations grow and change, as well as giving me a doctoral degree, which provides respect with the school districts that I work with
[Yes] I have used the leadership principles and practices the most.

Q13. Would you recommend the Learning and Leadership Doctoral Program to others?



	Answer	Count	Percent
1.	Yes	30	96.77%
2.	No	1	3.23%
	Total	31	100%

Mean : **1.032**	Confidence Interval @ 95% : **[0.969 - 1.095]**	Standard Deviation : **0.180**	Standard Error : **0.032**

Q13. Would you recommend the Learning and Leadership Doctoral Program to others?

[Yes] Caring faculty with diverse interests. Chattanooga is a great place to be.
[Yes] It is a manageable program for working professionals.
[Yes] For the same reasons mentioned above. It was challenging, but has ultimately helped to make me more aware of myself as well as others around me.
[Yes] I really matured in this program. I don’t know if it was the program or the age I was at completion, but I learned so much about leading , learning, and influencing others.
[Yes] It was a tremendous learning and growing experience.
[Yes] The faculty and staff proved to be the program's most valuable asset. The commitment of the faculty and staff definitely played a pivotal role in my success.
[Yes] I love it here, our mission, our goals, and the people I work with.
[Yes] Great experiences and a great local reputation
[Yes] I have and at least one has graduated. Awesome program and very applicable to the daily life of a business executive.
[Yes] Professional growth is phenomenal through the Ed.D. program.
[Yes] The program was relevant and on target for someone who desired to expand their knowledge and expertise in the world of leadership. Although it has been almost 10 years since I have graduated, I still keep in touch with some of my cohort members as well as professors and directors at UTC. The program was rigorous and put me to the test but it also prepared me to be the leader I am today. The program also helped me develop a sense of responsibility in mentoring and develop other leaders.

[Yes] Yes & no. Yes, because of the really positive things I mentioned previously (cohort engagement & faculty). No, because I now wish I had studied in a more specialized field rather than a generalist approach like the Learning & Leadership program.
[Yes] A qualified yes. The program was excellent, but I am not sure I entered it with an understanding of what the degree could and could not do. It made me much more skeptical (which has its goods and bads as I can slip into cynicism more easily). It made me a more thorough consumer of information and more apt to look for multiple sources of information. What it did not do (at least not yet) is open doors in the cloistered academic world. In all fairness, knowing these as I started would not have changed my decision to seek the degree as it has been much more of a net positive.
[Yes] It provides great flexibility in advancing one's scholarship and leadership in many different settings e.g. academia, business, non-profit / religious, government, etc.
[Yes] Cohort model. Relatively affordable.
[Yes] While the degree will not result in a position of tenure in the field of English, the skills I acquired in the program did enhance my research abilities. I was also challenged to continue to focus on ways to improve students' ability to use what they learn in the Composition course in other areas of learning--a vital area that many students overlook and underestimate. I believe more research needs to be undertaken to determine how and to what degree UTC students use the skills and knowledge gained in Rhet-Comp.
[Yes] I feel this program is applicable across fields and can benefit both faculty and staff seeking a terminal degree.
[Yes] Versatile Convenient format
[Yes] I have recommended it to several of my colleagues, given everything completing the program has done for me.
[Yes] This program was extremely challenging but also geared toward doctoral students who work full-time. It was possible to balance coursework requirements with family and professional obligations.
[Yes] The program is flexible with a partially online program yet providing connection of in person coursework with cohort. There was very little busy work, as assignments were tailored to my specific work environment. It was an affordable program so I was able to graduate without any debt.

[Yes] Because of the personal support and local availability of the classes and professors.
[No] Degree is too generic. It did not provide adequate direction to enter an academic intensive career path, and while content was generally relevant, and more focused degree in a specific discipline would have been preferred. The degree tries to be too much to too many.

Q14. How can the Learning and Leadership Doctoral Program faculty/staff assist you as an alumnus/alumna?

I do not know of anything in particular, but I appreciate receiving periodic updates about the program and those who are in the program and/or are graduates.
I find the updates (newsletter) informative and refreshing!
Any leads related to higher education opportunities would be very helpful.
Nothing, you all have been amazing.
Networking opportunities that may support professional business or additional personal growth
continue the excellent work so my degree can continue to be respected in the community
I miss the interaction of the doctoral process and it would interesting to participate in periodic seminars with other Alumni if possible.
N/A
The regular updates on the program and the announcements about completers keeps me informed as to the current issues in education.

I cannot think of anything in particular. I will always remain connected with the program and University and would be glad to assist in the future if any needs ever arise.
I really don't hear much from the program other than the annual survey. I would be nice to have some sort of program alumni association, as well as some collaboration with current students and faculty. I think that an alumni advisory board would be a good idea for helping provide input into the program. I would think that most folks earning this degree would be committed to a service-minded approach. Why not leverage that?
I'd like to continue to see updates from other alumni as well as dissertations and other publications from both students and faculty.
Networking with other alums would be great!
Just be there. I have been quiet in the years since I finished the program, but I know that if I ever need anything that I can always reach out to the faculty and staff in the Learning and Leadership Program. I hope that they know that they can likewise reach out to me, should they ever need anything.
I cannot think of anything at this time. Thank you.
I can't think of anything.
I would like to have earned a Ph.D. My Ed.D. is most like the current PH.D. from UTC. It would be nice to have an opportunity to change it over, possibly with additional work or a portfolio of work since the time of my graduation.
With many other cohort based programs, you are able to build a strong network. The alumni program often helps sustain that network across cohorts. I do not feel connected to anyone outside of my cohort and do not see opportunities to become engaged with others from the program.

Q9. Please provide a brief update regarding any professional and/or personal news that you would be willing to share with the Learning and Leadership faculty, staff, and participants. (May be used in future newsletters).

Just finished a 3-year proof-of-concept research study in coordination with the US Air Force on how my profession of athletic training can integrate and impact operational costs. The impacts of our work have led to an expansion of athletic trainers from our 2 on the grant to 30 across the base.
I have been serving as an Associate Vice President for Student Life at the University of Alabama for the past four years. This includes oversight of Housing & Residential Communities, Assessment & Planning, Business Activities, and Web Development for the Division, which employs approximately 350 full and part-time employees, 1000+ student employees, and has a total budget of $85 million.
Nothing new to report!
I won PEF teacherprenuer grant competition and was chosen as a member of Leadership Fellow cohort.
Nothing at the moment.
Began July 2019 as associate faculty in Special Education with Ashford University. Ended 8 years with K12,Inc./ TN Virtual Academy and launched Educational Access Serving Youth (EASY), LLC supporting students passion to their purpose and profession.
I am currently serving a the Chair if the American Academy of Orthotists and Prosthetics for their Research Council.
I was most recently granted tenure and promotion to Associate Librarian at California State University Channel Islands effective July 1, 2019.
I have spoken at several invitation only business conferences as a key note speaker, I have coached several law firms across the country (CA, AZ, ID, FL, TN, TX) on improving their internal Learning and Leadership skills in the legal environment. I have testified before state courts and have been recognized by the court as an expert in the field of training and development, safety and ergonomics, and workers' compensation management.

Through recent faculty ranking I was awarded the rank of full professor. The required ILLP for Ed.D., along with updated information, was a large portion of the documentation submitted in the portfolio.
I just completed my first year in a new district, in a new role as the director of instruction. I have added the title of Federal programs to my job and will continue to work directly under the superintendent of schools. In addition, I continue to provide professional learning opportunities within my district as well as state-wide in the areas of leadership, technology and effective teaching strategies.
Sarah and I welcomed our first child, Elliott, to our family in January. I transisitoned from my faculty position at Bryan College to serve as the Coordinator for the Bible History Program at the Hamilton County Schools District Office. I completed some additional coursework in statistics, evaluation & measurement in the Ed Psych Department at UT. I have been accepted to the Religion & Education Summer Institute at Harvard University's Religious Literacy Project. I will spend a week there in July. I serve on the Editorial Board for the peer-reviewed journal "Theory Into Practice" housed at Ohio State University I had an article published in ASCD Express titled "The Struggle Is Real: How Difficult Work Strengthens Student Achievement" -- link: http://www.ascd.org/ascd-express/vol14/num11/the-struggle-is-real-how-difficult-work-strengthens-student-achievement.aspx I have an article being published next August in the "Peabody Journal of Education" housed at Vanderbilt University's Peabody College. Title -- "Teaching and Tech: An Investigation of the Relationship and Use of Digital Technologies and the Overall Effectiveness of the Classroom Learning Environment"
Keynote speaker at three events in the last 8 months, all of which I focused on ethical behavior--a key part of the PhD program! First addressed the UTC graduating military veterans (along with Dr. Angle) in December on the topic of ethics in the workplace and title "Be a beacon of ethics." Second, Coahulla High School has started a Signing Day program for high school graduates entering the military-- again the topic focused on ethical behavior and mentoring. Finally, I was invited to be the speaker at Lafayette, Georgia's Armed Fores Day ceremony in May. This time I not only talked about how patriotism is not dead, but also added the concept of veterans doing one more service for the nation--mentoring the young in honesty and ethics.
Nothing to update at this time
Appointed principal of Melrose Veterans Memorial Middle School (suburb of Boston, MA) beginning July of 2019.
Not sure if I shared this last time, but shortly after defending my dissertation last fall, I was selected to serve as the Director of the Center for Leadership and Service at UTK. In April, our office was dedicated in honor of

Clay and Debbie Jones following a $5 million gift to our office to enhance and expand leadership education opportunities for undergraduate students at UTK.
I recently became a Certified Google Trainer
As mentioned previously, I have enjoyed publication success. I am now an ESC Associate Head within the UTC Department of Biology, Geology, and Environmental Science. And I have won awards for Outstanding Teaching (Lecturer Category) at the College and University Level in recent years.
In addition to being selected to serve as department chair of TWU's school of business, I am also the co-chair of the QEP team tasked with preparing our presentation for the SACSCOC team in spring 2020.
I have recently been named the Dean of Social Science and Learning Design. I will assist Covenant College with curriculum design, assessment, and faculty development, as well as serve as the dean for the social sciences division.
I've been chosen to teach the core 12-hour humanities sequence for the UTC Honors College beginning in Fall, 2019.