

PATTON COLLEGE OF EDUCATION

Doctor of Philosophy Instructional Technology Program of Study

Philosophy and Expectations for Instructional Technology Students:

The purpose of the doctorate in Instructional Technology is to develop educational leaders in technology who will improve educational practices and professional development through inquiry. The doctorate is to enhance reflective educational inquiry in four ways:

1. a deep understanding of instructional design and instructional technology;
2. the understanding of the cultural contexts of technology within curriculum and instruction;
3. the use of research tools appropriate to guide the inquiry; and
4. application and dissemination of the outcomes/products of inquiry.

Components of the Instructional Technology Program:

The experiences which comprise the doctoral program are divided into three categories. They are a) The “Instructional Technology Core” including foundations and curriculum and instruction, b) Research, and c) Dissertation. Each category and its components are described below:

Students are expected to integrate knowledge in the specialization fields of instructional design and instructional technology with that in professional education and to apply this integration to the change process in education and/or industry. They are expected to design and conduct research that demonstrates the ability to investigate a problem in the area of Instructional Technology and to work effectively with actual situations involving curricular and instructional change in the area of technology.

As part of the development of the instructional technology specialization the student must take at least 3 courses in a cognate area outside the College of Education. The cognate area should complement the study of Instructional Technology and often are courses taken in the areas of Linguistics, Telecommunications, Computer Science, Visual Communications and/or Higher Education. The remaining hours in the Technology Core must include instructional technology courses. Students may elect to take additional professional education courses and other experiences if appropriate to his/her specialization. This arrangement assumes that depth and breath in a specialization requires utilization of pertinent information from related disciplines. The minimum number of hours taken as a doctoral student in the instructional technology core is 52 hours. However, the number of graduate hours taken in a given specialization may exceed 52. Graduate courses taken prior to doctoral student status may, in some cases, apply to the total hours of the specialization but will not apply to the minimum hours which the student must take when she or he is at the doctoral level. All coursework in the doctoral program must be approved by the Doctoral Program of Study Committee which is chaired by the student’s advisor. Student must have their program of study approved by the end of the first semester in the program.

A. Instructional Technology Core (52 hours minimum)

1. Required EDCT Courses

EDCT 7022 Research in Instructional Technology = 4 hours

EDCT 8911 Instructional Technology Practicum = 4 hours

EDCT 700X level courses 4 courses (4 hours/course) = 16 hours

Technology Electives required = 20 hours (600X and 700X level courses chosen from instructional technology program and college)

Note: EDCT 501 is often required of new Ph.D. Students but cannot be counted in the total hours toward the Ph.D. degree.

2. Cognate Area—Each student is required to take 8 hour minimum from a program outside the Instructional Technology Program with the approval of your advisor. These courses form the cognate area for your degree. It is expected that the student will select courses that provide support to the research agenda established by the student in his/her dissertation. These courses make up part of the 52 hours required for the degree.

B. Research (16 hours minimum)

EDRE 720X – Educational Statistics	4 hours
EDRE 750X – Instruction to Qualitative Methods in Education*	4 hours
EDRE 721X – Regression Analysis in Education	
EDRE75X – Interviewing Techniques	4 hours
EDRE 733X – Research Design in Education	4 hours
EDRE XXXX – Courses selected by the student to meet 16 hours	4 hours

Note: Students may be asked to take additional work in research methods (“tools”) in preparation fro their dissertation. Examples of “tools” are: computer language applications, historiography, philosophy, foreign language, additional qualitative or quantitative research methods.

C. Dissertation (10 hours minimum)

Students are required to take 10 hours of dissertation credit. Students should complete the Comprehensive Exam before enrolling in Dissertation hours with their Dissertation Advisor.

Summary of Hours Required For Ph. D. in Instructional Technology

Instructional Technology Core	Minimum	52
Research	Minimum	16
Dissertation	Minimum	10

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Total Minimum Hours = 78 for Ph.D. in Instructional Technology

Doctoral Committees and Processes:

Doctoral Program of Study Committee:

Students admitted to the Instructional Technology program meet with their advisor during the first year of their program to develop a personal program of study and to select a Doctoral Program of Study Committee. The members of the Doctoral Program of Study Committee approve the student's program of study and also provide the questions for the Comprehensive Exam that the student takes at the end of his/her coursework. A copy of the Doctoral Program of Study is held on file in the COE Graduate Student Services Office, 124 McCracken.

The Comprehensive Exam:

Comprehensive exams are typically taken in the final quarter of the student's course of study. Members of the Program of Study Committee are: 2 faculty from Instructional Technology, 1 faculty from Research and 1 faculty member which may be from any field in which the student has taken at least 1 course. Members of the Program of Study Committee provide the comprehensive exam questions. The exam is composed of two parts, a written exam (equivalent to 16 hours) and an oral defense (2 hours) which occurs 2 weeks after the written exam. Upon successful completion of the Comprehensive exam, the Doctoral Program of Study Committee is dissolved and a new committee is selected as the Dissertation Committee.

In the event that the Doctoral Program of Study Committee does not feel the student has adequately passed the comprehensive exam on the first sitting of the exam, the committee may require the following: 1) more courses to be completed in areas in which the student did not provide appropriate answers; 2) a second written and oral exam; 3) extensive research in the area of weakness with a written paper. **In the event that a student does not pass the exam on the second attempt, the student is dismissed from the Patton College of Education. The decision of the Doctoral Program of Study Committee is final.**

Dissertation Committee:

The Dissertation Committee must consist of at least 4 members, one member of which must be from outside the Patton College of Education (called the *Dean's Representative*). Typically, the student's advisor will chair the Dissertation Committee but this is not a requirement. The Dissertation Committee may or may not be the same people as the Doctoral Program of Study Committee. It is the student's choice as to whether members of the Doctoral Program of Study remain on the Dissertation Committee.

It is the student's responsibility to contact the new members which will act as the Dissertation Committee and ask them to serve on the committee. There is a Dissertation Committee Form (online at PCOE webpage) which must be signed by each member of the committee before the Dissertation Proposal Defense.