

Instructional Technology

Doctor of Education (Ed.D.) Program Handbook 2017-2018

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This Handbook is designed to provide doctoral students with specific information about the Educational Instructional Technology (EDIT) Program in the Department of Educational Psychology and Leadership, Texas Tech University. This Handbook is intended to serve as a supplement to, not a substitute for, the Texas Tech University Graduate Catalog. Since graduate procedures, graduate course requirements, and prerequisites may change, students are strongly encouraged to be familiar with the latest copy of the Graduate Catalog and meet with their Instructional Technology Faculty Advisor each semester.

Although this Handbook provides an overview of the policies, procedures, and requirements of the Instructional Technology program, the Handbook cannot be viewed as having all the answers. Instead, students must seek answers to questions from other sources including, but not limited to, the Instructional Technology program faculty, the COE Office of Graduate Education and Research and the Texas Tech University Graduate School. While every effort has been made to ensure accuracy in reporting courses, policies, and other statements within this publication, the University reserves the right to make changes at any time without notice. Therefore, students are subject to all degree regulations as outlined in the Undergraduate/Graduate Catalog. The primary responsibility for reading and following correct policies and procedures remains with the students, not the faculty.

Program Overview

The Doctor of Education (Ed.D.) is a professional degree designed to emphasize preparation for the highest levels of educational practice. This degree requires a minimum of 93 hours including dissertation. Masters hours in Educational/Instructional Technology may count toward this total. The emphasis is on preparing Instructional Technology professionals for leadership roles as public school and college level educators and for work in training positions in corporate settings. The program includes a solid foundation in research, curriculum, and teaching skills with an emphasis in instructional design, and educational technology.

Model

It is expected that all students graduating from the Instructional Technology program at Texas Tech will become critical users of the new instructional technologies through a process of reflective analysis. This process includes, but is not restricted to, such practices as:

- guided research,
- synthesis of the research literature,
- group discussions,
- authentic projects,
- student collaborations, and
- emerging technologies.

Program Goals

The overall goals and objectives of the Instructional Technology Program at Texas Tech University embrace the 2017 definition of educational technology endorsed by the Association for Educational Communications and Technology (AECT).

Educational technology is the study and ethical application of theory, research, and best practices to advance knowledge as well as mediate and improve learning and performance through the strategic design, management and implementation of learning and instructional processes and resources.

The goals for students in EDIT revolve around the following six broad areas of Instructional Technology.

- Theories and models of instructional design;
- Development of instructional materials through a variety of technologies based on theories and models of instructional design;
- Utilization of processes and resources to promote learning;
- Management of technologies, resources and development for instructional purposes;
- Evaluation of programs, projects, and materials; and
- Critical analysis of research, trends, and issues related to the field of instructional technology.

While defined as six separate goals, these categories do not exist in isolation. A student taking a course with a heavy focus on any one goal would also be exploring and utilizing knowledge and skills related to the other five categories.

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Doctoral Admissions and Advisement Procedures

Application Process

Applying to the Texas Tech University College of Education is a two-step process <<<http://www.depts.ttu.edu/education/apply-now/graduate.php>>>. First, prospective students must apply to the Graduate School. Next, prospective students must officially apply to the College of Education. Students are strongly encouraged to begin the admission process in advance of the semester they plan to start.

Students can apply for the Doctoral Degree in Instructional Technology by following these steps:

I. Texas Tech University Graduate School

- 1) Apply to the Graduate School by filling out the online application at ApplyTexas <<https://www.applytexas.org/adappc/gen/c_start.WBX>>. You must submit the following materials to be admitted to the Graduate School:
 - a) An application to the Graduate School
 - b) Official transcripts
 - c) Graduate Record Examination (GRE).
 - d) Official Proof of English Proficiency (International Applicants Only)
- 2) Be admitted to the Graduate School

II. The College of Education, Instructional Technology Program

- 1) Once you have an eRaider username and password, please go to the College of Education online application website <<<https://appspace.ads.ttu.edu/EDUCGraduateApplication>>> and follow the instructions.
- 2) Submit all EDIT program materials to this site including the following:
 - a) Resume/CV: An up-to-date professional resume or curriculum vitae.
 - b) Letters of Recommendation: Three letters of recommendation from individuals with knowledge of the applicant's potential for success in a doctoral degree program.
 - c) Personal Statement: Applicants are required to submit a 2-3 page personal statement. To determine the potential match between the Instructional Technology program and the applicant's professional goals, the program faculty need to know about each applicant's background, motivation, and rationale for seeking a doctoral degree in instructional technology. The personal statement should reflect the applicant's personal beliefs, values and philosophy. Applicant's personal statement should include the following:
 - Overview of personal background and experience
 - Reasons for selecting instructional technology as an area of study
 - Statement of professional goals
 - Self-assessment of personal strengths and weaknesses as they relate to graduate study in Instructional Technology
 - Other items applicant feels are pertinent for evaluation of program application

- d) **Samples of Scholarly Writing:** Applicants are required to submit two samples of scholarly writing: previously completed work (e.g. a journal article, term paper, or report) and a spontaneous writing sample.
- **Prepared sample of professional work:** Applicants are required to submit a written paper or article that is representative of his/her writing ability. This may be a research paper, curriculum document, or any other work that the applicant feels best represents his/her writing ability.
 - **Spontaneous writing sample:** Applicants will need to meet with the program admissions coordinator to schedule a time to complete a spontaneous writing sample. During this time, the applicant will be asked to analyze and synthesize an article that will be provided. The purpose of this exercise is to provide insight into the applicant's ability to read a scholarly work, process the information, and integrate the findings in a logical and readable manner into a written report.
- e) **Interview:** Applicants will be contacted by the program admissions coordinator to arrange an interview with the EDIT faculty. These can be conducted online or on-campus.

Admission Decision

The Instructional Technology program faculty review applicants' admissions materials at two points during the calendar year: March and October. Applicants must have submitted all application materials by the following deadlines to be considered for approval at that time. Admission to the program is granted on the basis of a holistic evaluation rather than on set test scores and grades. Recommendation will be submitted to the Graduate School regarding the admission of the applicant to the Instructional Technology doctoral program. The official letter of acceptance or rejection will be sent by the Office of Graduate Admissions. You may register and take courses for one semester only before being admitted to an academic program and no more than 12 hours taken prior to admission may apply toward any degree program.

Financial Aid

A limited number of College of Education Graduate Research/Teaching Assistantships are available on a competitive basis. The deadline for these awards is usually March 1. In addition, a number of University Fellowships, scholarships, and other awards are available. The deadlines for these awards vary from year to year. Please contact the program coordinator to request information about the opportunity to have a graduate assistantship such as a research assistant or a graduate part time instructor (GPTI).

Information concerning financial aid is available from the COE Office of Graduate Education and Research. For updated information, visit the website at

<<http://www.depts.ttu.edu/education/scholarships/funding_for_graduate_students.php>>

Advisement Procedures

All new doctoral students will be assigned to a temporary advisor. Student should ask an EDIT faculty member to serve as your major advisor during the first year of your study. The purpose of the major advisor is to help you develop a degree plan (see next section) that fits your professional goals and meets the program requirements, and guide your progression through the program.

When you have completed the majority of your coursework, you should finalize your doctoral advisory committee, which consists of at least three faculty members. The doctoral advisory committee will guide you through your qualifying exam, approval of your research proposal, and the writing of the dissertation. The chair of this committee may be the advisor you have been working with or may be another EDIT faculty member. At least one additional committee member must be selected from the EDIT faculty. Other committee members may be selected from graduate faculty in other programs, departments, or colleges at TTU.

Degree Plan

The degree plan serves as a contract between the student and the university and lists all courses required for completion of the doctoral degree. This form is available in the COE Office of Graduate Education and Research or from an EDIT faculty. You will work with your major advisor in completing this form during the application process and finalize the degree plan immediately following acceptance into the EDIT program. Copies are submitted to the COE Office for Graduate Education and Research, and Graduate School for approval. Because of changing interests, needs or conflict of class schedules, it is sometimes necessary to change the degree plan. All changes must be made with the full approval of your advisor. Once approved by the Graduate school it will become part of the student's formal EDIT program degree plan.

Transfer credit. Work completed in a graduate program of another recognized graduate school will be considered on the recommendation of the student's doctoral advisory committee, but no assurance can be given that such work will reduce the course or residence requirements at Texas Tech University. A maximum of 30 hours can be accepted for transfer. No work completed with a grade of less than B will be considered. In no case can transfer credit reduce the minimum residence requirement (Information concerning residence requirements is available in the current TTU graduate catalog).

Continuation of Enrollment

Students who have been granted admission are expected to register in the semester for which admission is granted. Failure to register in the term for which admission is granted requires the student to reapply for admission. Any student who fails to satisfy a continuous enrollment requirement and who does not have an official leave of absence from the study granted by the Instructional Technology Program and the Graduate School will be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration.

Program of Studies

The required program for an Ed.D. in Instructional Technology includes courses in educational foundations, research and statistics, and instructional technology.

Foundations Requirement (9 semester hours)

EDC1 5320 Curriculum Theory: Foundations
EDHE 5300 The History of Higher Education in the United States
EPSY 5310 Philosophy of Education
EPSY 5314 History of Education
EPSY 5323 Cultural Foundations of Education
EPSY 5330 Motivation in Educational Settings
EPSY 5331 Human Development in Education
EPSY 5332 Educational Psychology
EPSY 6349 Cognition and Instruction

Research and Statistics Requirement (12 semester hours)

EPSY 5380 Introduction to Educational Statistics
EPSY 5381 Intermediate Educational Statistics
EPSY 5382 Qualitative Research in Education
EPSY 5383 Data Analysis with Statistical Software
EPSY 5385 Foundations of Educational Research
EPSY 6301 Structural Equation Modeling
EPSY 6302 Survey Research in Education
EPSY 6303 Educational Measurement
EPSY 6304 Qualitative Research Methods
EPSY 6305 Qualitative Data Analysis in Education
EPSY 6306 Longitudinal Data Analysis
EPSY 6349 Foundations of Mixed Methods
EPSY 6385 Causal Inference in Research

Required Foundations Courses in Instructional Technology (30 semester hours)

EDIT 5316 Foundations of Instructional Technology
EDIT 5317 Instructional Design Foundations
EDIT 5325 Planning and Developing Instructional Media
EDIT 5370 Foundations of Distance Education
EDIT 5397 Practicum in Educational Technology
EDIT 6317 Advanced Instructional Design: Theory and Practice
EDIT 6322 Research in Instructional Technology
EDIT 6325 Multimedia Production for Instruction
EDIT 6380 Distance Education: Trends, Issues, Research
EDIT 7000 Research (3 hours)

Specialization Area in Instructional Technology (15 semester hours)

EDIT 5000 Special Topics in Instructional Technology
EDIT 5320 Educational Network Applications
EDIT 5321 Computer Programming for Educators
EDIT 5322 Authoring Systems for Educational Software
EDIT 5326 Instructional Software Design
EDIT 5330 Computers, Critical Thinking & Problem Solving in the Content Areas
EDIT 5341 Curriculum Applications of the Internet

EDIT 5342 Authoring Tools for the Internet Instruction
EDIT 5380 Principles and Practices for Video Based Distance Education
EDIT 5390 Online Distance Learning
EDIT 5395 Administration of the Instructional Technology Program
EDIT 7000 Research (3 hours)

Minor or additional EDIT support classes (15 semester hours)

Selection of courses to be based on individual student's interest and professional goals and will be decided in consultation with major advisor. These could be additional EDIT hours, computer science, business, psychology, C&I, or other areas deemed by the program to support the Doctor of Education degree in Instructional Technology. Areas of emphasis could include distance education, multimedia, instructional design, or combination.

Dissertation hours: 12 hours
Total Credit Hours: 93 credit hours

Graduate Credit Hour Registration Limit

The Graduate School has a 99 credit hour maximum rule for all doctoral students. Once passed 99 credit hours, a student must report a timeline on the completion of his or her degree with an explanation for the delay in order to be enrolled in any courses.

Course Delivery Format Requirements

Although students can register into courses offered in various delivery formats such as distance, face-to-face, or blended, more than half of the doctoral degree course credits need to be from courses delivered in traditional classroom face-to-face format. During the fall and spring terms, international students (e.g. F-1 and J-1) are required to enroll as a full time student with at least six (6) semester credit hours of face-to-face courses.

Trademark Outcomes and Phase Assessments

The EDIT doctoral program is designed to provide students with distinctive skills associated with the design, development, and evaluation of instructional products and solutions; these skills are necessary to solve a variety of instructional problems in real-world settings. At the culmination of their coursework, students have the opportunity to integrate and apply these distinctive skills by completing trademark-learning outcomes.

- Students will use instructional design and learning theories and concepts to explain an instructional needs and/or problem and address it by providing an instructional product, system, and/or solution to maximize learning in a given situation.
- Students will conduct an application research study that addresses an instructional needs and/or problem to improve instructional practice within their own context.
- Students will collaborate with practitioners, stakeholders, and organizations to improve instructional design and technology practice in a professional educational setting.

EDIT curriculum is divided into three interrelated phases. Each phase is designed to assist students in developing the knowledge and skills that Instructional Technology researchers possess. Students are evaluated at multiple times during their progression through the Doctoral program.

Phase 1. Courses of phase 1 prepare students to create a proposal for a research project designed to improve instructional practice in a professional educational setting. Phase 1- Research benchmark assessment is integrated into EDIT 6322, a required doctoral level course. Phase 1- courses are listed below:

- EDIT 5317: Instructional Design Foundations
- EDIT 6317: Advanced Instructional Design
- EDIT 6325: Multimedia Production for Instruction

Phase 2. Phase 2 courses are designed to provide students with an opportunity to design and develop an instructional intervention (product) based on their proposed research intervention project. Benchmark assessment for the phase 2 will be administered within EDIT 6325, a required doctoral level phase 2 course. Phase 2- courses are listed below:

- EDIT 6322: Research in Instructional Technology
- EDIT 6380: Distance Education: Trends, Issues, Research
- Research & Statistics (Quantitative/Qualitative): 6 semester hours from college research/statistics core coursework

Phase 3. Phase 3 courses are designed to provide students with an opportunity to apply the knowledge and skills developed in Phases 1 and 2, and to conduct an intervention research in a real-world setting (e.g., education, workforce, or military). Students will implement an instructional technology research project that improves instructional practice in a professional educational setting. A benchmark assessment will be administered within the P3 course (EDIT 7000) activity.

- EDIT 7000: Research

Remediation plan. Decisions regarding the appropriate remediation plan will be made at the program level. A remediation plan for students who do not demonstrate mastery of the stated learning objectives associated with each benchmark assessment will include one or a combination of the following:

- Attend specific course(s) in the weak areas
- Complete an independent study course (e.g., EDIT 7000)
- Repeat the relevant academic course(s)

Residency Requirement

The College of Education offers the Doctor of Education and Doctor of Philosophy degrees in various program areas. The specific requirements for the major, foundations core, and research core for each doctoral degree are specified by program and vary between programs. However, all doctoral programs in the College of Education require a period of residency for doctoral candidates to ensure that each has a time of concentrated study as a full-time student with minimal outside obligations. Such a period of coursework, reading, reflection, study, research, and interaction with peers and faculty without the distraction of major outside responsibilities is necessary and no one should contemplate doctoral candidacy who is unable or unwilling to spend a substantial portion of time as a full-time student. During the residency, the student should be free of other employment responsibilities, except as specified below.

A candidate may satisfy the residency requirement in one of the following patterns:

- Two consecutive semesters of at least 12 semester hours each.
- Three consecutive full summer sessions of at least 9 weeks each while earning at least 9 hours of graduate credit during the summer session.
- A full summer session of 12 weeks, earning 12 hours of graduate credit plus the completion of at least 12 hours of graduate credit during the adjacent spring or fall semester.
- A combination of 21 hours of graduate credit completed during a 12-month period plus at least 3 additional hours of graduate credit completed in an immediately preceding or subsequent full semester or summer session.
- Nine semester hours in each of the regular semesters and at least 6 hours in the preceding or subsequent summer (for students holding half-time graduate assistantships or students involved for no more than half-time in other work closely related to doctoral study).

The proposal for doctoral study (degree plan), including the plan for meeting the residency requirements, should be submitted to the Graduate School well in advance of the proposed residency period

Qualifying Examination

Each candidate for the Ed.D. in Instructional Technology at Texas Tech must complete a Qualifying Examination. A student is eligible to stand for this examination after receiving approval of the doctoral degree plan from the Dean of the Graduate School, completing all language and tool requirements, and completing most of the course work prescribed by the approved plan. The examination is normally taken during or soon after the last semester, that coursework is completed. The student must finalize their doctoral advisory committee and chair before scheduling the exam. The examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. Consequently, satisfactory performance in course work does not necessarily guarantee successful performance on the Qualifying Examination. If a minor field is included on, the doctoral program both major and minor fields must be evaluated on the Qualifying Examination. Successful completion of the Qualifying Examination is required (in addition to completion of all tool subject courses) before a doctoral research proposal or an application for admission to candidacy for the doctor's degree can be filed. Students must be admitted to candidacy for the doctorate at least four months prior to the proposed graduation date.

The student should schedule the examination with his or her major advisor. The doctoral advisory committee will compile and evaluate the examination. It is recommended that the student consult with all committee members as part of their preparation for taking the exams obtain study suggestions. Students will complete a take home written exam usually consisting of 4-6 questions provided by committee and covering the coursework, research, and areas of emphasis. There is a 15-day time restriction on completing the take home exam.

The examination will cover instructional technology research, theory, and practice in each of the six goal areas of design, development, utilization, management, evaluation and research. The examination will be tailored to each student's doctoral research interests, fields of emphasis, and professional goals. Topics of suggested study include but are not limited to:

- Instructional Design
- Trends and Issues in Instructional Technology
- Distance Education
- Research in Instructional Technology

- Applications of Technology in Education
- Management of Instructional Technology Programs
- Educational Research and Statistics

The examination is similar to the Master's Degree Comprehensive examination. However, there are several major differences. First, the qualifying examination is broader than the master's comprehensive examination. An understanding of a broader range of technologies is expected (online learning, educational computing, interactive technologies, and multimedia instruction). Secondly, research is emphasized on the doctoral level and familiarity with both research techniques and awareness of current research in the field is expected. Third, an in-depth knowledge of instructional design theory and application is expected. Lastly, knowledge from the minor area or supporting course work will be included in the examination. Clarity of written expression will also be considered when evaluating the examination.

Following the administration of the exam, copies will be sent to all members of the doctoral advisory committee for grading. This usually takes for three to four weeks. All questions will be evaluated individually by members of the student's doctoral advisory committee. Each member will rate the examination as either pass or fail and results are sent to the committee chair who informs the Graduate School of the results. The committee chair may confer with members individually or call a meeting if appropriate the committee chair may schedule an oral examination at the request of a committee member to supplement certain written portions of the exam. This would allow the student the opportunity to clarify a portion(s) of the written examination.

The examination must receive a favorable recommendation from a majority of the committee members in order for the student to pass. After evaluation, a recommendation for admission to candidacy from the major advisor will be sent to the Dean of the Graduate School. The Dean of the Graduate School will submit the recommendation received from the student's advisory committee to the Graduate Council for action. The council may approve or suggest additional requirements that the student must satisfy. Decisions made by the Graduate Council will be communicated in writing by the Dean of the Graduate School to the student, the doctoral advisory committee chair and the Division Chair. If the examination is not passed, the chair will notify the Graduate Dean in writing. The qualifying examination may be repeated once after a lapse of at least four months. In the event that it is necessary for a student to repeat the examination, it is recommended that he or she complete an independent study course (e.g., EDIT 7000) with the major professor to engage in directed study in preparation for the examination. Failure to pass the qualifying after the second attempt results in dismissal from the doctoral program.

Dissertation

Once the student has been admitted to candidacy they are ready to make the dissertation proposal. In the proposal the student will define the problem question, analyze where the problem fits in the extant literature and the type of methodology that the student will use to investigate the answer to the question. Normally the proposal will form the first three chapters of the dissertation. At this time, the student should work closely with the chair in designing the research proposal. Given the nature of doctoral work, the chair may solicit the help of one or more of the members of the committee. Once the student and the chair agree that the proposal is ready, the proposal date is set. Two weeks prior to the proposal date, it is the student's responsibility to provide an abstract to the Office of Graduate Education and Research in the College of Education so that it can be posted to the faculty. Secondly, it is the responsibility of the student to provide a bound copy of the proposal to the each of the members of the committee. At this time, the student should reserve a room in the college for the proposal meeting.

On the day of the proposal, the student is responsible for any of the display equipment. The chair will introduce the student and the members of the committee. The chair will also go over the ground rules, which state that the student will have 15-20 minutes to present the proposal at which time the committee will have the opportunity to ask questions. When the committee is finished, the chair will ask the audience if there are any questions. Once the audience is finished, the chair will ask the audience to leave. The committee will now engage the student in a dialogue about the proposal. When the committee is finished, they will ask the student to leave. At this time, they will decide to accept the proposal, accept the proposal with revisions or reject the proposal. Normally the committee accepts the proposal with revisions that once completed the student is free to begin collecting data. The first responsibility upon acceptance is for the student to submit a copy of the proposal to the Graduate Dean for Research in the College of Education. Secondly, the student is responsible to complete the Human Subjects requirement.

Once the student has successfully defended their proposal they are free to do the study after receiving approval from the Texas Tech University Institutional Human Research Protection Program (HRPP). It is important for the student to be in communication with the chair. If problems or unforeseen events occur, it is necessary for the student to inform the chair so that the situation can be worked out. Upon completion of the dissertation study and the student and the chair should agree that the dissertation is ready for oral defense. The Dissertation defense is similar to the Proposal defense. However, the student must contact the Graduate School and fill out the intent to graduate and all of the required forms. In addition, the student has the option of recommending an outside representative of the Graduate School. The chair may know someone who may have an interest in the topic or the methodology. If no recommendation is forthcoming, the Graduate School will secure a suitable representative. The student is required to have an approved title page prior to the dissertation defense. Contact the Graduate School for details. Typically, at this stage, if the student has been in close consultation with the chair, the defense should go smoothly. Normally, there will be revisions and corrections on the document. The revisions will have to be completed prior to all of the members signing the title page. Once the title page has been signed, you will need to contact the Graduate School Editor to make sure the dissertation conforms to university guidelines.

Statement of Intention to Graduate

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should visit the Graduate school website <<http://www.depts.ttu.edu/gradschool/academic/Doctoral_Students.php>>

Probation, Suspension and Dismissal

The Graduate School Catalog specifies the circumstances under which students may be placed on probation, suspension, or dismissal. Additionally, the Instructional Technology Program Faculty may recommend to probate, suspend, or dismiss from the program, students who do not meet the program's academic requirements, make satisfactory progress over time toward completion of the EDIT degree, who exhibit behavior unbecoming a scholar, researcher, or IT professional. Accordingly, the instructional technology faculty, in formal meetings, will discuss student progress with regard to academic performance as exhibited in classes, on examinations, and during dissertation meetings.

Immediate Dismissal

Success in the instructional technology program consists of more than grades. Work habits and attitudes play a major role. Any of the following actions are considered as just cause for immediate dismissal from the Instructional Technology Program:

- Dishonesty (cheating, plagiarism, etc.).
- Negligence or misconduct.
- Receipt of a Fail grade in Practicum or Internship.
- Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
- Willful conduct that may cause injury to self or others.

Performance Evaluation

All students enrolled in the Instructional Technology Program are expected to achieve and maintain a high level of academic performance. Students are responsible for making academic progress toward their degree and will be reviewed on an annual basis by their doctoral advisory committee chair. The following guidelines are presented to help students avoid problems related to academic progress.

Grades

Grades used in Graduate School are the same as those used in undergraduate work (A, B, C, D, and F), but grades of "D" and "F" will not be accepted on a graduate student's program of study. Grades of "D" and "F" are used, however, in computing grade-point averages. There is no grade replacement for graduate courses and all classes taken in graduate school count toward your cumulative GPA. If a student's graduate GPA for a particular semester falls below 3.0, the student will be placed on academic probation. Students are encouraged to visit with their major advisor at this time to develop a plan of study to correct this deficiency. A student must make a 3.0 or better in the next semester in which he or she is enrolled. Failure to do so, or to maintain a 3.0 current GPA in each succeeding semester, will result in academic suspension from further enrollment as a graduate student or in graduate courses at Texas Tech University and result in dismissal from the Instructional Technology Program.

Enrollment and Satisfactory Progress

Students are required to register for coursework during the semester for which admission to the Graduate School is granted. After being admitted into the Instructional Technology program, students must enroll in courses every semester until they complete their degree unless the Dean of the Graduate School grants an official leave of absence. Students conducting dissertation research must register for EDIT 8000 in each regular semester and at least once each summer until all degree requirements have been completed. Failure to maintain continuous enrollment requires the student to reapply for admission to both the Graduate School and the Instructional Technology Program.

Doctoral students are required to demonstrate that they are making satisfactory progress toward their degree. Doctoral students must complete their degrees in eight years. Incompletes should be completed by the end of the following semester. Completion of qualifying examination, proposal defense, and data collection are evidence of making satisfactory progress. The student's doctoral advisory committee chair will conduct an annual review discuss satisfactory progress. In instances where aspects of progress are deemed unsatisfactory, the chair will meet with the student and outline the specific concern(s). During

this meeting, a plan will be developed to correct and/or remediate the concern(s). Follow-up meetings will be conducted with the student to be sure the plan is being followed and has been successfully completed. In cases where the action plan has failed in correcting the concern(s), the chair will bring the concerns before the other Instructional Technology faculty. At this time, the faculty may decide to continue remediation, put the student on probation, or recommend dismissal from the Instructional Technology Program. Students disagreeing with the decision may appeal the decision by following the Student Appeals/Grievance Procedures.

Additional Information & Suggestions

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the Texas Tech University Graduate Catalog (<https://catalog.ttu.edu>)