



COLLEGE OF
EDUCATION

TEXAS TECH

INSTRUCTIONAL TECHNOLOGY

Online Doctor of Education (Ed.D.) Program Handbook 2024-2025

College of Education
Texas Tech University
Box 41071
Lubbock, TX 79409-1071

(806) 742-1997
Fax (806) 742-2197

<https://www.depts.ttu.edu/education/>
<http://edit.educ.ttu.edu/>

This Handbook is designed to provide doctoral students with specific information about the Educational Instructional Technology (EDIT) Program in the department of Curriculum and Instruction in the College of Education at 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 College of Education 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. 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 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.

Faculty

Fethi A. Inan, Ed.D.
Professor
Ed. 266
806-834-4743
fethi.inan@ttu.edu

Jongpil Cheon, Ed.D.
Professor
Ed. 265
806-834-2052
jongpil.cheon@ttu.edu

Sungwon Shin, Ph.D.
Associate Professor
Ed. 270
806-834-6240
sungwon.shin@ttu.edu

Merve Basdogan, Ph.D.
Assistant Professor
Ed. 271
806-834-3426
merve.basdogan@ttu.edu

Gail Alleyne Bayne, Ed.D.
Instructor
College of Education
Texas Tech University
gail.alleyne-bayne@ttu.edu

Khadija Bakrim, Ed.D.
Instructor
School of Nursing
TTU Health Sciences Center
khadija.bakrim@ttuhsc.edu

Doctoral Admissions and Advisement Procedures

Application Process

A master's degree from an accredited university program is required to apply for this doctoral degree program. Applicants are strongly encouraged to begin the application process in advance of the semester they plan to start. Texas Tech University online application system is designed to help you easily navigate through the application process and ensure you complete your application in a timely manner.

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

Apply to the Graduate School by filling out the online application at (<http://www.depts.ttu.edu/gradschool/admissions/howtoapply.php>).

You must submit the following materials:

- a) Online Application Form
- b) Graduate Record Examination (GRE) is waived for applicants for the academic year 2024-2025
- c) Proof of English Proficiency (International Applicants Only)
- d) Official/Unofficial Transcripts of all post-secondary institutions attended (official transcripts will be required after admission)
- e) Resume/CV: An up-to-date professional resume or curriculum vitae
- f) Letters of Recommendation: Three letters of recommendation from individuals with knowledge of the applicant's potential for success in a doctoral degree program.
- g) Personal Statement: Applicants are required to submit a 1-2 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. The applicant's personal statement should include the following:
 - Overview of personal background and experience
 - Reasons for selecting instructional technology as an area of study
 - Self-assessment of personal strengths and weaknesses as they relate to graduate study in Instructional Technology
 - Statement of professional goals
 - Research experiences and interests
 - Other items applicant feels are pertinent for evaluation of program application
- h) Samples of Scholarly Writing: Applicants are required to submit samples of scholarly writing: previously completed work (e.g. a journal article, term paper, or report).

- 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.
- i) Supplemental Materials/Interview: Applicants could be contacted by the online Ed.D. coordinator to provide additional materials for application review. Online interview could be scheduled, but it is not required.

Admission Decision

This online Ed.D. program follows a cohort system, with a new cohort starting every other fall semester. Applicants must have submitted all application materials by the dates posted on the program's website. The application materials will be reviewed by the Instructional Technology program faculty by March for the next academic year. Admission to the program is granted based on a holistic evaluation rather than on set test scores and grades. The 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.

Financial Aid

A limited number of College of Education scholarships 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 apply for scholarships.

Information concerning financial aid is available from the College of Education Office of Graduate Education and Research. For updated information, visit the [funding for graduate students website](#)

Advisement Procedures

All new doctoral students will be assigned to a temporary academic advisor. The academic advisor request form will be provided at the new online Ed.D. student orientation meeting. Students will have the opportunity to check each faculty member's expertise and submit their preferences to match their research interests. The purpose of the major advisor is to help students meet the program requirements and guide their progression through the program.

[Degree Works](#) is a web-based academic advising and degree audit system. This system is the primary advisement tool. Students and his/her major advisor will check coursework progress with this system. Students need to file a degree change plan, request transfer credit form, and/or other forms with a major advisor's approval.

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 dissertation 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.

Transfer credit.

Since this doctoral degree requires a master's degree, a total of 30 credit hours may be transferred. However, students could be advised to take additional courses by her/his academic advisor if the previous graduate degree is not closely related to instructional technology or education field. Students should discuss more details with their academic advisor.

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 Education Doctorate in Instructional Technology (Ed.D.) consists of 63 hours of coursework beyond a master's degree from an accredited university program.

The course sequence below is based on the beginning of the program during each fall semester and being continually enrolled for the four-year sequence of courses. **NOTE: Failure to register for a semester or to complete courses on time will result in the student's removal from the program and the closed cohort.** This program's unique feature requires a significant commitment to coursework and research to keep a cohort system. **Courses may not be taken out of order unless discussed with the academic advisor.** Students should consult their coursework progress with their academic advisor.

Students are strongly encouraged to have a research presentation at a national or international conference in year 3 or 4.

Year 1 (18 total hours)

Fall (6 hours)

- EDIT 5317 Instructional Design Foundations
- EDIT 6310 Research Seminar in Instructional Technology

Spring (6 hours)

- EPSY 6379 Foundations of Educational Research
- EDIT 5326 Instructional Systems Evaluation

Summer (6 hours)

- EDIT 5342 Online Teaching and Learning Technologies
- EDIT 5370 Foundations of Distance Education

Year 2 (18 total hours)

Fall (6 hours)

- EDIT 6325 Multimedia Production for Instruction or EDIT 6317 Advanced Instructional Design Theories
- EPSY 5380 Introduction to Educational Statistics or EPSY 5381 Intermediate Educational Statistics

Spring (6 hours)

- EDIT 6380 Topical Inquiry Seminar or EDIT 6322 Research in Instructional Technology
- EDCI 6381 Constructivist Inquiry Methodologies in Curriculum and Instruction or EDCI 6382 Advanced Field Methods in Constructivist Inquiry

Summer (6 hours)

- EDIT 5380 Online Course Management and Facilitation or EDIT 5321 Interactive Instructional Multimedia Development
- EDIT 6310 Research Seminar in Instructional Technology

Year 3 (15 total hours)

Fall (6 hours)

- EDIT 6317 Advanced Instructional Design Theories or EDIT 6325 Multimedia Production for Instruction
- EDIT 5390 Online Distance Learning

Spring (6 hours)

- EDIT 6322 Research in Instructional Technology or EDIT 6380 Topical Inquiry Seminar
- EDIT 5395 Administration of the Instructional Technology Program

Summer (6 hours)

- EDIT 6310 Research Seminar in Instructional Technology
- Qualifying Examination

Year 4 (12 total hours)

Fall (6 hours)

- EDIT 8000 Dissertation (6 hours)

Spring (3 hours)

- EDIT 8000 Dissertation (6 hours)

Total Credit Hours: 63 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.

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 their doctoral degree plan from the Dean of the Graduate School and completing the majority of the coursework prescribed in the approved plan. The examination is normally taken during or shortly after the final semester in which coursework is completed. The student must finalize their doctoral advisory committee and chair before scheduling the exam. The examination requires the synthesis and application of knowledge acquired throughout the doctoral course of study. Consequently, satisfactory performance in course work does not necessarily guarantee successful performance on the Qualifying Examination. Successful completion of the Qualifying Examination is required 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 consults with all committee members as part of their preparation for taking the exams and obtains study suggestions. Students will complete a take-home written exam usually consisting of 4-6 questions provided by the 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, emerging technologies, multimedia instruction, etc.). 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. 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 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, the student must 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 an 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 at 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 program meetings, will discuss student progress concerning 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 to 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>)