COLLEGE OF EDUCATION
TEXAS TECH

INSTRUCTIONAL TECHNOLOGY

Online Doctor of Education (Ed.D.) Program Handbook 2026-2027

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College of Education Home Page
EDIT Home Page

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 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.

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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. This online Ed.D. program follows a cohort system, with a new cohort starting every other fall semester. 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 filling out the online application through the Graduate School.

You must submit the following materials:

a) **Online Application Form**
b) **Graduate Record Examination (GRE):** The GRE test score requirement is currently optional for all graduate programs. As policies may change, please refer to the Graduate School website for the most up-to-date information on GRE requirements
c) **Proof of English Proficiency:** International Applicants Only
d) **Transcripts**: 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 needs 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., 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

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. For financial aid information, contact the College of Education Office of Graduate Education and Research or 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. Here are the detailed guidelines from graduate school. Students should discuss more details with their academic advisor.

- Transfer credit for work completed in a graduate program at another recognized graduate school will be considered upon the recommendation of the student's doctoral advisory committee. While such work may be accepted, there is no automatic assurance that it will reduce the course or residence requirements at Texas Tech University.
- Previously Awarded Master's Degrees: Upon approval by the Graduate Dean, up to 30 block semester credit hours from a previously awarded master's degree may be counted towards a doctoral program. If this option is approved, no other transfer credit will be allowed.
- Grade Requirements: Only work completed at another graduate school with a grade of B or higher will be considered for transfer. Courses with grades of pass/fail or satisfactory will not be accepted.
- GPA Impact: Transfer credit will not alter the grade point average at Texas Tech University.
- Time Limit: Credit ordinarily will not be given for transfer work completed more than eight years prior to admission to a doctoral program at Texas Tech University, without an exception granted by the Graduate Dean.

Information concerning transfer of coursework policy is available in the 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.

Performance Evaluation

All students enrolled in the Instructional Technology program are expected to maintain a high level of academic performance and make satisfactory progress toward degree completion. Each student's academic performance and progress will be reviewed annually by their academic advisor. The following guidelines clarify expectations and help students identify and address concerns that may affect their academic progress.

Program of Studies

The Doctor of Education (Ed.D.) in Instructional Technology requires a total of 93 credit hours, including 63 credit hours of doctoral coursework and up to 30 approved transfer credit hours from a master's degree earned at an accredited university. Transfer credits are subject to approval by the academic advisor. Students with fewer than 30 approved transfer credit hours must complete additional coursework to meet the 93-credit-hour requirement.

This online Ed.D. program follows a cohort model, and students are required to complete the prescribed four-year course sequence. If a student needs to adjust the sequence, they should consult their academic advisor to review their progress and obtain approval.

NOTE: Failure to register for a semester or to complete required courses on time may result in removal from the program and the closure of the cohort.

Students are strongly encouraged to present their research at a national or international conference during their third or fourth year.

Year 1 (18 total hours)

Fall (6 hours)

- EDIT 5317 Instructional Design Foundations
- EDIT 6310 Research Seminar in Instructional Technology (Sequence 1: Introduction to Research in Instructional Technology)

Spring (6 hours)

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

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 (Sequence 2: Contemporary Research Trends and Methods)

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 (Sequence 3: Doctoral Core Competencies for Qualifying Exam)
- 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 enforces a 99-credit-hour maximum for all doctoral students. Once a student exceeds 99 credit hours, they must submit a degree completion timeline and provide a written explanation for the delay in order to remain eligible for course enrollment.

Qualifying Examination

Each student pursuing the Ed.D. in Instructional Technology at Texas Tech University must pass a qualifying examination. Students are eligible to take the examination after the final semester of coursework. Students must finalize the chair and members of their dissertation committee.

The qualifying examination requires students to synthesize and apply knowledge acquired throughout their doctoral studies. Satisfactory performance in coursework does not necessarily guarantee successful performance on the examination. Students must pass the qualifying examination to be a doctoral candidate and prepare their dissertation proposal.

Students should arrange the examination schedule with their dissertation committee chair. The committee is responsible for developing and evaluating the examination. In preparation, students are encouraged to consult with the chair and/or other committee members and obtain study recommendations. The examination is a take-home written assessment, usually consisting of four to five sections with sub-questions addressing coursework, research, and the student's areas of emphasis. Students must complete and submit the examination within **15 days**.

The examination addresses instructional technology research, theory, and practice across six goal areas: design, development, utilization, management, evaluation, and research. Students are expected to demonstrate a comprehensive understanding of technologies and their educational applications, including online learning and emerging technologies. Because research is central to doctoral study, students must demonstrate familiarity with research methodologies and current scholarship in the field. An in-depth understanding of instructional design theory and its applications is also expected. Clarity and precision of written expression will be considered in evaluating responses. Examination questions will be tailored to the student's doctoral research interests, areas of emphasis, and professional goals.

Suggested areas of study include, but are not limited to:

- Instructional Design
- Trends and Issues in Instructional Technology
- Research in Instructional Technology
- Applications for Technology in Education
- Educational Research and Statistics

Following submission, the student's responses will be distributed to all members of the dissertation committee for evaluation. This process typically takes three to four weeks. Committee members will evaluate responses to individual questions, and each member will assign an overall rating of Pass or Fail to the examination. Ratings will be submitted to the committee chair, who will report the outcome to the Graduate School. The chair may consult with committee members individually or convene a committee meeting, as appropriate. At the request of any committee member, the chair may schedule a supplemental oral examination to allow the student to clarify responses to specific portions of the written examination.

To pass the qualifying examination, the student must receive a favorable recommendation from a majority of the dissertation committee members. After the student passes the examination, the dissertation committee chair will submit a recommendation for admission to candidacy to the Dean of the Graduate School. The Dean will forward the committee's recommendation to the Graduate Council for review. The Council may approve the recommendation or impose additional conditions that the student must fulfill. The Dean will communicate the Council's decision in writing to the student and the dissertation committee chair.

If the student does not pass the qualifying examination, the committee chair will notify the Dean of the Graduate School in writing. The student may repeat the examination once, no sooner than four months after the first attempt. Students preparing for a second attempt are encouraged to enroll in an independent study course, such as EDIT 7000, under the supervision of their dissertation committee chair for directed preparation. Failure to pass the qualifying examination on the second attempt will result in dismissal from the doctoral program.

Dissertation

Once admitted to candidacy, students will develop their dissertation proposal in close consultation with their dissertation committee chair. The proposal identifies the research problem, establishes its significance within the existing literature, presents the research questions, and describes the methodology that will be used to address them. The proposal typically comprises the first three chapters of the dissertation. The chair may involve other committee members in reviewing and refining the proposal.

When the student and chair agree that the proposal is ready for defense, the student will coordinate a defense date with the dissertation committee. At least two weeks before the defense, the student must provide the proposal to all committee members. The student will also coordinate the meeting location or videoconferencing arrangements with the chair and ensure that the necessary presentation technology is available and functioning.

At the proposal defense, the chair will introduce the student and committee members and explain the procedures. The student will have approximately 15–20 minutes to present the proposal, followed by questions from the committee and then the audience. After audience questions, audience members will be excused, and the committee may continue discussing the proposal with the student. The student will then be excused while the committee deliberates. For a virtual defense, the chair will arrange a private session for committee discussion and deliberation.

The committee will approve the proposal, approve it with revisions, or decline to approve it. The chair will communicate the decision and any required revisions to the student. If revisions are required, the student must complete them and obtain confirmation of approval from the chair and, when required, other committee members. The student and/or the dissertation chair should submit any required documentation according to Graduate School.

Before beginning data collection, students must obtain proposal approval and any required research approvals. For research involving human participants, students must complete

applicable training and obtain the required approval or determination through Texas Tech University's Human Research Protection Program (HRPP). Proposal approval does not replace human research review.

Throughout the study, students must maintain regular communication with their dissertation committee chair. Problems, unforeseen circumstances, or proposed changes to the research design must be discussed with the chair promptly. Changes affecting an approved human research protocol must also receive any required authorization before implementation.

After completing the study and preparing the dissertation, the student and chair will determine whether the dissertation is ready for the final oral defense. The student will coordinate the defense with the committee and complete all required Graduate School forms and procedures, including the intent to graduate, by the applicable deadlines. The student must also follow current Graduate School requirements concerning defense scheduling, any required graduate dean's representative, document review, and submission.

The dissertation defense follows a format similar to the proposal defense, with a presentation of the completed research followed by questions and committee deliberation. Following the defense, the committee will communicate its decision and any required revisions. Students must complete the revisions and obtain the required committee approvals before final submission. If a student does not pass the defense, the student may be permitted one additional attempt with the approval of the dissertation committee. The timing and requirements for the second defense will be determined in consultation with the committee.

Students are responsible for ensuring that the dissertation meets current Graduate School formatting and submission requirements. Successful completion requires both academic approval by the dissertation committee and fulfillment of all applicable Graduate School requirements and deadlines.

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

Graduate School Policies

The Graduate School Catalog specifies the circumstances under which students may be placed on probation, suspended, or dismissed. In accordance with applicable university policies and procedures, the Instructional Technology program faculty may also recommend probation, suspension, or dismissal from the program for students who fail to meet academic requirements, fail to make satisfactory progress toward degree completion, or violate applicable academic integrity or professional conduct standards.

During program meetings, faculty will review students' academic performance and progress toward degree completion, including performance in coursework, examinations, and dissertation activities.

Enrollment Status

- Students are expected to register in the semester for which admission is granted.
- Full-time graduate student status is 9 hours in the long semesters (fall/spring).
- Part-time graduate student status requires a minimum of 3 hours in each regular semester. This is the minimum requirement to maintain continuous enrollment status for any student.

Continuous Enrollment Requirements

- Under exceptional circumstances, when students cannot fulfill the enrollment requirements mentioned above, the department chair must approve exceptions or extensions in advance, and the doctoral students are still required to satisfy a continuous enrollment requirement by registering at least 1.0 credit hour of EDIT 7000 or 8000 each semester.
- Students who fail to register without an official leave of absence from program study granted by the Department of Curriculum and Instruction and the Graduate School, are required to apply for readmission to the program according to the procedures and standards in effect at the time of reconsideration. Readmission is not guaranteed.

Leave of Absence

- Students may request a leave of absence from the continuous enrollment requirement in case of serious medical conditions and other exceptional reasons.
- A request for a leave of absence along with appropriate written documentation must be sent by the student to the advisor (PC) or dissertation chair as well as the C&I administrative business assistant. It must then be approved by the Department Chair. This approval, then, must be approved by the Associate Dean for Academic Affairs, prior to the student leaving the university.
- The leave of absence cannot exceed one year.
- Leaves of absence do not extend the maximum time allowed for degree completion.

Grade Requirement

Students in the program are required to maintain a grade point average of 3.0 as the minimum requirement for graduation. A failure to meet these grade requirements may result in dismissal from the program. If a student is unable to persist in a course due to circumstances outside of their control, they may be eligible for an incomplete. Please see TTU OP 34.12 for details.

Academic Probation and Suspension

Any student not making satisfactory progress toward their degree may be placed on academic probation and given conditions to meet to stay in the program. Continued unsatisfactory progress in any area of a student's work may be cause for academic probation or suspension. Every

semester, the Graduate School runs an academic standing report to identify students that have a GPA below 3.0. Notices are sent by the TTU Graduate School to students. Students whose cumulative GPA falls below 3.0 will be placed on probation. if the student's GPA falls below 3.0 within two consecutive long terms, they are subject to suspension. Students who are placed on academic suspension are required to remain out of the Graduate School for one term and must reapply to the Graduate School.

Every graduate student enrolled in the Ed.D. program in Instructional Technology is required to maintain a high level of performance and to comply fully with the policies of the department along with those of the College of Education and the Graduate School at Texas Tech University. In addition, every graduate student should exhibit dispositions, work habits, attitudes, and ethics that are indispensable to being an educator. The C&I Department reserves the right to place on probation or to suspend any student who:

- Does not maintain satisfactory academic standing (e.g., 3.0 GPA)
- Makes unsatisfactory progress over time toward completion of the degree or certificate
- Fails to conform to the regulations of the department and the university
- Displays unprofessional conduct such as cheating or plagiarism
- Exhibits inappropriate behaviors described in the Civility in the Classroom below

Graduate students can be admitted to the master's program on provisionary conditions. Failure to fulfill the conditions stipulated at the time of admission will result in termination from the program. Graduate students whose overall graduate GPA falls below 3.0 will be placed on academic probation. During the following term, students with an overall GPA less than 3.0 will be placed on continued probation. Graduate students are placed on academic suspension if their overall GPA is less than 3.0 in two consecutive semesters. They are required to remain out of the Graduate School for one term (including summer terms). Any student who has been suspended must appeal to the Graduate School if reinstatement is desired.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. Any attempt of a student to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. See TTU OP 34.12 for details.

Civility in the Classroom

Texas Tech is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom as well as the online setting such as Canvas or Zoom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy.

Additional Information

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the Texas Tech University Graduate Catalog.