



TEXAS TECH UNIVERSITY  
College of Education™

# Instructional Technology

## *Doctor of Education Program Handbook*

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Graduate Education and Research  
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**Note:**

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This *Handbook* is designed to provide the EDIT student with specific information about the Program in the Department of Educational Psychology and Leadership, Texas Tech University. The *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 EDIT Faculty Advisor each semester.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the EDIT program, the *Handbook* cannot be viewed as having all of the answers. Instead students must seek answers to questions from other sources including, although not limited to, the EDIT program faculty, the COE Office of Graduate Studies and Research (COE Room 105), and the Texas Tech University Graduate School (Holden Hall). While EDIT faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the student, not the faculty.

## Program Overview

The Educational Technology doctoral program is designed to prepare instructional technology professionals:

- with the knowledge and skills in design, development, utilization, management, and evaluation of materials, process, and resources to enhance learning in educational and business settings and
- who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice in the field of instructional technology.

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 count toward this total. The emphasis is on preparing Educational Technology professionals for leadership roles as public school and college level educators and for work in training positions in business and industry. 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 Educational 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,
- annotated bibliographies of the research literature,
- guided group discussion,
- term projects,
- class presentations, and
- implementation of innovative software design or technologies.

Reflective analysis provides the participant the opportunity to critically engage the current knowledge base in an atmosphere of colleagues and support. Additionally, the student will play a major role in the implementation of traditional and innovative technologies by conducting appropriate analysis within a wide range of professional responsibilities.

### Program Goals, Objectives, and Competencies

The overall goals and objectives of the Educational Technology Program at Texas Tech University embrace the 1994 definition of instructional technology endorsed by the Association for Educational Communications and Technology (AECT).

*Instructional technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning.*

### Goals

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

The Graduate School has two admission statuses: (1) Full admission to the Doctoral Program in Educational Technology (EDIT) and (2) Graduate temporary (GTMP). Official descriptions are in the current graduate catalog.

The College of Education (COE) has established a holistic approach to the admission process. If a student does not gain full admission within the first semester of course registration, he or she will not be permitted to register for the second semester.

- A. Apply through the Office of Graduate Admissions located in Holden Hall for “General Admission” to the Graduate School. Read the *Graduate Catalog* of the University for admission requirements. A bachelor’s/master’s degree from Texas Tech University or any other university does not guarantee admission to the doctoral program.
- B. Complete the Graduate Record Examination (GRE). Applications may be obtained from the Testing and Evaluation Center in West Hall on the campus or other authorized testing centers.
- C. In addition, applicants whose native language is not English are required to take the TOFEL.
- D. The standards for admission to the Educational Technology Program go beyond those for admission to the Graduate School. The Educational Technology program faculty review applicants’ admissions materials at three points during the calendar year: March, June, and October. The following materials should be submitted to the Office of Graduate Education and Research, College of Education, Box 41071, Lubbock TX 79409.
  - a. Submit three recommendation forms from individuals with knowledge of the applicant’s potential for success in the doctoral’s degree program.
  - b. A 2-3 page personal statement detailing applicant’s background, career goals, and rationale for seeking a doctoral degree in instructional technology.
  - c. A sample of scholarly writing such as a paper prepared for publication, a term paper, or report.
  - d. Current Resume
- E. Applicants will be contacted by a faculty member to arrange a time for a spontaneous writing sample and an interview with the EDIT faculty. These can be conducted long distance or on-campus.
- F. Completed application materials will be reviewed by the EDIT faculty in March, June, and October. Recommendation will be submitted to the Graduate School regarding the admission of the applicant to the Instructional Technology doctoral program.

**Notification of acceptance.** The official letter of rejection or acceptance will be sent by the Office of Graduate Admissions.

**Appeal process.** Applicants who are not accepted into the Doctoral Program in Educational Technology have the right to appeal the Educational Technology program faculty’s decision. The first level of appeal is to reapply to the program, addressing the program faculty’s reasons for rejection, as delineated in the notification of the rejection letter. If an applicant is still rejected by the Educational Technology program faculty, the next level of appeal is the College of Education Graduate Academic Affairs Committee. In making an appeal to the Graduate Studies committee, the applicant would have to address the Educational Technology program faculty’s reasons for rejection as defined in the two letters. If the applicant’s appeal is denied by the College of Education Graduate Studies Committee, there is no further recourse for admission.

## Advisement Procedures

As soon as possible after being accepted into the program, you should ask an EDIT faculty member to serve as your major advisor. 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 course work 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. Many students find it helpful to consider a faculty member who can help with the methodology section of your dissertation.

## 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 for Graduate Education and Research (COE Room 105) 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, the EP&L division chair, and Graduate School for approval.

## Modifying the Degree Plan

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. A form is available in the COE Office for Graduate Education and Research (Ed., Room 105). 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. 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 term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Educational Technology Program and the Graduate School, may 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 Educational technology includes courses in educational foundations, research and statistics, and instructional technology. See course schedule following this section for terms offered.

### **Foundations Requirement (9 semester hours) - Select three of the following:**

- 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 5331 Human Development in Education
- EPSY 5332 Educational Psychology

**Research and Statistics Requirement (12 semester hours) - Select four of the following:**

- EDSP 5349 Single Subject Research Design
- 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 Advanced Data Analysis
- EPSY 6302 Survey Research in Education
- EPSY 6303 Educational Measurement
- EPSY 6304 Qualitative Research Methods
- EPSY 6305 Qualitative Data Analysis in Education

**Required Foundations Courses in Educational Technology 30 hours**

- EDIT 5316 Foundations of Instructional Technology
- EDIT 5317 Instructional Design Foundations
- EDIT 5325 Planning and Developing Instructional Media
- EDIT 5370 Foundations in 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 Individual Research (3 hours)

**Specialization Area in Educational Technology 15 hours – Select five of the following:**

NOTE: Selection of courses to be based on individual student interest and professional goals and decided in consultation with major advisor. Areas of emphasis could include distance education, multimedia, instructional design, or combination.

- 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
- EDIT 5380 Principals and Practices for Video Based Distance Education
- EDIT 5390 Online Distance Learning
- EDIT 5395 Administration of the Instructional Technology Program
- EDIT 7000 Individual Research (3 hours)

**Minor or additional support classes 15 hours**

Selection of courses dependent on individual student interest and professional goals and 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 educational technology.

**Dissertation hours 12 hours**

**TOTAL HOURS: 93 credit hours**

## Educational Technology Course Schedule and Delivery Format

	Fall	Spring	Summer
<b>Odd Year</b>	EDIT 5316 (online) EDIT 5318 (online) EDIT 5322 (online/hybrid) EDIT 5325 (online) EDIT 5370 (online) EDIT 5390 (online) EDIT 6325 (face-to-face) EDIT 7000 (online)	EDIT 5318 (online) EDIT 5326 (online/hybrid) EDIT 5330 (online) EDIT 5341 (online) EDIT 5395 (online) EDIT 5397 (online) EDIT 6317 (face-to-face) EDIT 7000 (online)	EDIT 5317 (online) EDIT 5318 (online) EDIT 5321 (online) EDIT 5342 (online) EDIT 5380 (online) EDIT 5397 (online) EDIT 7000 (online)
<b>Even Year</b>	EDIT 5316 (online) EDIT 5318 (online) EDIT 5320 (face-to-face) EDIT 5322 (online/hybrid) EDIT 5325 (online) EDIT 5370 (online) EDIT 5390 (online) EDIT 6322 (face-to-face) EDIT 7000 (online)	EDIT 5317 (face-to-face ) EDIT 5318 (online) EDIT 5330 (online) EDIT 5341 (online) EDIT 5395 (online) EDIT 5397 (online) EDIT 6380 (face-to-face) EDIT 7000 (online)	

## Residency Requirement

The purpose of residence in a doctoral program is to ensure the intellectual immersion of students in a research and learning environment with faculty, peers, and staff. This intellectual immersion can take place in forms other than those of a full-time student on campus. Recognizing that there are several ways to acquire the benefits of residence, programs are allowed to set the residence requirements that best fits their particular program. Students are expected to consult their departments about specific residence requirements for their degree.

If a doctoral program does not specify a residence requirement, then the residence requirement for that program is fulfilled by the completion of a full schedule (at least 12 semester hours) of graduate course work in each of two consecutive terms. Students holding half-time graduate assistantships may satisfy the requirement by taking at least 9 hours of course work in each of the two long terms and 6 hours in the summer. Other patterns require approval of the graduate dean.

The plan for fulfilling the residence requirement must be indicated on the doctoral program form (Program for the Doctoral Degree) submitted to the Graduate School in the first year of doctoral study and must be approved in advance of the beginning of the residence year. (For any program variations in this requirement, see the college or department sections in this catalog.) (Source: Graduate Handbook)

## Qualifying Examination

Each candidate for the Ed.D. at Texas Tech must complete a Qualifying Examination. 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.)

## **Eligibility**

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 of course work is completed. The student must finalize their doctoral advisory committee and chair before scheduling the exam.

## **Taking the Examination**

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.

There are three options for the qualifying examination. Students should review with their major advisor the advantages/disadvantages of each option before making a selection.

Option 1: Twelve-hour written exam consisting of six questions covering coursework, research, and areas of emphasis. The exam is usually administered in three (four hour) sessions within a five day period though alternative arrangements can be selected.

Option 2: Take home written exam consisting the writing of three articles guided by questions provided by committee and covering the coursework, research, and areas of emphasis. There is a 30 day time restriction on completing the take home exam. This exam requires preparation of three article quality papers complete with references and APA formatting.

Option 3: A combination of the above which would include four written questions and one article.

An oral examination may be scheduled approximately two weeks after the written examination if the review committee thinks it appropriate to clarify or expand responses.

## **Content of the Examination**

The examination will cover 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
- Major Issues in Instructional Technology
- Computer Aided Learning
- Distance Education
- Research in Instructional Technology
- Applications of Technology in Education
- Planning & Management of Instructional Technology Programs
- Educational Research
- 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 (distance education, educational computing, interactive technologies, video based 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.

## **Evaluation and Reporting of Results**

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 and comments 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 committee will evaluate the examination based on the following criteria:

- Understanding of important facts and concepts
- Understanding and application of appropriate research
- Ability to synthesize and apply information appropriately
- Clear and concise writing

## **Satisfactory Performance**

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, with a copy to the student.

## **Unsatisfactory Performance**

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 enroll in 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.

## **Admission to Candidacy**

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.

## **Dissertation Proposal**

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 it the student should work closely with the chair in crafting the written 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 Graduate Dean for 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. The forms and information is located in Research Services in Holden Hall.

## **Dissertation**

Once the student has successfully defended their proposal they are free to do the study. Again 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.

## **Oral Dissertation 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 contact the Office of the Associate Dean for Graduate Education and Research (Ed., Room 105) for additional information.

## **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:

1. Dishonesty (cheating, plagiarism, etc.).
2. Negligence or misconduct.
3. Receipt of a Fail grade in Practicum or Internship.

4. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
5. Willful conduct that may cause injury to self or others.

## **Performance Evaluation**

All students enrolled in the Educational 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. 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 in effect dismissal from the Instructional Technology Program.

Students terminated may file an appeal by following the Texas Tech University Grade Appeals Procedures available from the COE Office of Graduate Studies and Research (Ed., Room 105) or the Student Appeals/Grievance Procedures outlined in this handbook.

## **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 Educational 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 Educational 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 Educational Technology Program. Students disagreeing with the decision may appeal the decision by following the Student Appeals/Grievance Procedures.

## **Student Appeals and Grievance Procedures**

Graduate student appeals/grievances originating within the College of Education are handled first within the specific program area, and if unresolved, appeals/grievances will be handled at the division and college level. If the issue is still unresolved, the student may file an appeal at the office of the Dean of the Graduate School. Formal appeals/grievances may be made only when alleged prejudice, arbitrary, or capricious action is involved. In all appeals/grievances, the burden of proof of unfair action rests with the student.

It is the intent of the Educational Technology Program to provide graduate students the right to a fair hearing on academic and non-academic matters. Both informal and formal channels of due process are available to work with students on complaints, appeals, and grievances.

Related appeals/grievances refer to, although they are not limited to, such academic matters as grades, course procedures, admissions recommendations, and retention decisions.

### **Procedure**

1. The student consults with the involved faculty member(s) to try to resolve the issue at an informal level. In instances like admissions and retention when the total program faculty is involved in the decision, the student contacts the program coordinator and requests a meeting with the total program faculty. Seven working days before the meeting with the faculty, the student provides a letter to the faculty explaining his/her concerns.
2. The faculty member(s) considers the student's petition and seeks a resolution of the issue. The student is informed in writing of the decision. In instances where the academic decision was made by the program faculty, the faculty members meet to resolve the issue. The student is informed in writing of the decision, and a copy of the letter is sent to the Division Chairperson.

If the student is satisfied with the outcome of the decision in Step 2, the procedure ends.

3. If the student is not satisfied with the outcome of the decision in Step 2, he/she may file a formal, written appeal/grievance to the Department Chairperson.
4. Students considering and/or deciding to file an appeal/grievance against a faculty member(s) contacts the Department Chairperson (COE Room 103) and obtains information on procedures required for filing a grievance.
5. The Department Chairperson appoints a Program Appeals/Grievances Committee composed of at least two faculty and one student from the instructional technology program area. In instances like admissions, retention, etc. where the decision is made by the total program faculty and therefore the appeal/grievance is filed against several faculty members, the Division Chairperson will appoint an Appeals/Grievance Committee composed of at least two faculty and one student from the division.
6. Within ten working days of the date of the student's written formal appeal/grievance, the Committee will meet using the following guidelines:
  - a) It is the responsibility of the student to provide evidence to substantiate the grievance as valid.
  - b) The Committee will inform the student and involved faculty member(s) of the date, time, and place of the committee's meeting(s). Although not required to attend all meetings, the involved parties may attend.
  - c) The Committee will interview the student and involved faculty members(s).
  - d) Minutes of the meetings of the Committee will be filed in the Division Chairperson's office. Copies of the minutes will be available to the student filing the appeal/grievance and involved faculty member(s).
7. Within ten working days of its final meeting, the Committee will send a letter outlining its recommendations to the Department Chairperson.
8. Within ten days of receipt of the Committee's recommendation, the Department Chairperson will notify the student and involved faculty member(s) of his/her decision.
9. If the student is satisfied with the decision in Step 9, the procedure ends. If the student is not satisfied, he/she may appeal to the Dean of Education.

The Educational Technology Program endorses and implements the Admissions Appeals procedures established by the COE Graduate Academic Affairs Committee. Procedures for filing an appeal may be obtained from the Office of Graduate Studies and Research (Ed., Room 105).

### **Financial Aid**

A limited number of College of Education Graduate Research/Teaching Assistantships are available on a competitive basis. Deadline for these awards is March 1. In addition, a number of University Fellowships, scholarships, work study, and other awards are available. The deadlines for these awards vary from year to year. Information concerning financial aid is available from the Office of the Associate Dean for Graduate Education and Research at

College of Education  
Texas Tech University

Box 41071  
Lubbock, TX 79409-1071  
Phone: 806-742-2344

### **Additional Information & Suggestions**

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Graduate Catalog*, *College of Education Doctoral Student Handbook*, and the *Education Student Handbook*.

Please contact the program coordinator to have information about the opportunity to have a graduate assistantship such as a research assistant or a graduate part time instructor (GPTI).

## Application Materials

### Steps in Application Process

- ❑ Contact one of the program faculty for advisement in the doctoral degree admissions process
- ❑ Submit the Application for Admission to the Graduate School of Texas Tech University to the Graduate School (03 Holden Hall)
- ❑ Submit Graduate Records Exam (Qualitative, Verbal and Analytical) scores to the Graduate School
- ❑ International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- ❑ Submit official transcripts of all college work to the Graduate School
- ❑ Submit the Professional Portfolio which includes a resume, personal statement, prepared sample of scholarly writing and acknowledgement form to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- ❑ Submit 3 recommendation forms (see attached form) to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- ❑ Interview and spontaneous writing sample to be arranged
- ❑ IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate School, develop the Program for Doctoral Degree (degree plan) with your faculty advisor, who will also advise you on course selection and registration.
- ❑ IF YOU RECEIVE A REJECTION LETTER from the Graduate School, contact the Associate Dean of Graduate Education and Research (806) 742-1998 x 447 (Ed., Room 110A) for advisement regarding the admissions appeals process.

## Admission

Admission to the program is granted on the basis of a holistic evaluation rather than on set test scores and grades. Applicants should submit an application for admission for graduate study, transcripts of previous college work, and a current score on the Aptitude Test of the Graduate Record Examination (GRE) to the Graduate Admissions Office. Additional materials required include a statement of professional goals, a writing sample, and references. Further information on admission is available from the Office of the Associate Dean for Graduate Studies, College of Education, Box 41071, Texas Tech University, 79409 and on the Instructional Technology Program web site [www.educ.ttu.edu/edit](http://www.educ.ttu.edu/edit). 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.

Doctoral applicants are reviewed for admission to the EDIT program three times a year October, March and June. Applicants must have submitted all application materials by the following deadlines to be considered for approval at that time.

Doctoral applicants will be evaluated on three criteria: 1) Academic records, 2) Test scores, and 3) Individual profile. They are required to submit Graduate Record Exams (GRE) scores (Verbal, Quantitative, & Analytical), official transcripts of previous college study, three recommendation forms, a personal statement, a resume, and a prepared sample and a spontaneous sample of scholarly writing. A formal interview with Instructional Technology Program faculty is also required. Materials are reviewed by the entire faculty of the EDIT program.

### **Admission Criteria: Due Dates - October 1, March 1, and June 1**

#### **Academic Records**

Undergraduate and Graduate GPA, Official Transcripts, Course work in Instructional Technology or related field

#### **Test Scores**

GRE (V, Q, & A), \*TOFEL – *International students must meet minimum requirements for English proficiency as set by the Graduate school.*

#### **Personal Profile**

- **Resume**
- **Three letters of recommendation (use attached form or submit written letter from reference)**
- **Personal Statement**

As part of the admissions process for the Doctoral program in Educational Technology, applicants are required to submit a personal statement. To determine the potential match between the Instructional Technology program and the applicant's professional goals, the program faculty need to know a little about each applicant and his/her professional goals. This will allow the program faculty to evaluate all applicants fairly and on an equal basis.

The personal statement should be 2 pages, typed, and double-spaced and 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 and Instructional Technology
  - Other items applicant feels are pertinent for evaluation of program application
- **Samples of Scholarly Writing**

As part of the admissions process for the Doctoral program in Educational Technology, applicants are required to submit two samples of scholarly writing: a previously completed work and a spontaneous writing sample. Both samples provide program faculty with insight into the applicant's writing ability and

academic aptitude. Organization, writing mechanics and content will be examined. A review of the writing samples will be used to assist the program faculty in evaluating all applicants fairly.

- ***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. The applicant chooses the topic.

- ***Spontaneous writing sample:***

Applicants will need to meet with the educational technology 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. The review should generally be 2-3 pages in length and include the following elements:

A summary of the author's main ideas or research findings.

A critique of the author's ideas based on the applicant's experience, own opinions, or other research.

A statement of the applicant's agreement or disagreement with the author and justification of that position.

A statement of how the applicant could apply or make practical use of the information contained in the article.

- **Interview** (arrange with Instructional Technology program admissions coordinator)

**Doctor of Education Degree in Educational Technology**  
**Texas Tech University College of Education**  
**Recommendation Form**

**To the applicant:** Complete the information requested below and give this form to the person serving as a reference along with a stamped envelope addressed to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, TX 79409. Sign the waiver below if you want the recommender's comments to remain confidential.

Applicant's Name: \_\_\_\_\_  
Last First Middle

Recommender's Name: \_\_\_\_\_  
Last First Middle

I waive my rights to ever see this form and any supplementary notes or letters.

\_\_\_\_\_

Signature Date

**Applicant: Do Not Write Below This Line**

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**To the recommender:** The person named above is applying for admission to the graduate program in Instructional Technology at Texas Tech University. We would appreciate having your appraisal of the applicant's qualifications for graduate work. Please respond on this form and attach an additional letter if desired. Thank you for your assistance.

1. How long have you known the applicant? \_\_\_\_\_
2. How well do you know the applicant?     casually     fairly well     very well
3. In what capacity have you known the applicant? \_\_\_\_\_

4. Please rate the applicant on the characteristics shown below, by marking an X along the line to indicate your assessment. Indicate below to whom you are comparing the applicant.

- undergraduates     master's level students     doctoral level students

	Weak	Strong	Can't Judge
	0 10 20 30 40 50 60 70 80 90 100		
a. Capacity for analytical thinking			
b. Dependability			
c. Motivation and enthusiasm			
d. Organizational ability			
e. Ability to work cooperatively			
f. Communication capabilities (speech and grammar)			
g. Instructional technology know/skills			

5. Do you have knowledge of the applicant ever behaving in an unethical or unprofessional manner?

Yes       No      If yes, please explain in #6 below

6. Write a few sentences describing the applicant's potential to successfully complete a program of study in Educational Technology and become a leader in the profession once the degree is completed. Statements about the candidate's potential in the field of instructional technology including teaching and program direction are particularly important.

7. If you alone were making the decision to accept this applicant as a graduate student, which of the following would best describe your decision?

- Recruit – will be a truly outstanding student and professional
- Definitely accept – will complete the degree at a superior level
- Accept – will complete the degree at an adequate level
- Accept – with reservations
- Do not accept (please explain in #6 above)

**Please return the completed recommendation form promptly.  
The application will be not reviewed until all recommendations are received.**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Thank you for your assistance.**

Please return this form in the envelope provided to:  
Associate Dean for Graduate Education and Research  
College of Education  
Box 41071  
Lubbock, Texas 79409-1071



## List of Major Steps Required by the Graduate School for the Doctoral Degree

	ACTION	INITIATED THROUGH	SUBMITTED TO	TIME
1	Plan courses for degree	Graduate Advisor	Graduate Advisor	Prior to registration
2	Take preliminary exam (option)	Graduate Advisor	Graduate School	Early in doctoral study, usually first semester of coursework
3	Set up doctoral advisory committee and title	Graduate Advisor	Graduate School	Prior to filing doctoral degree plan
4	File "Program for the Doctoral Degree and Report of the Preliminary Examination" form	Graduate Advisor or Chair, Advisory Committee	Graduate School Doctoral Coordinator	Before the end of first year of doctoral coursework
5	File changes in degree program, if necessary	Graduate Advisor or Chair, Advisory Committee	Graduate School Doctoral Coordinator	As needed
6	Take Qualifying Examination for major and minor subjects (results by memo)	Graduate Advisor or Chair, Advisory Committee	Graduate School	After approval of doctoral program and completion of coursework
7	Recommendation for admission to candidacy (request by memo)	Graduate Advisor	Graduate Council	After passing qualifying exam and no later than months before graduation
8	Enroll in semester of graduation if all requirements are not met (at least 3 hours)	Graduate Advisor or Chair, Advisory Committee	Registrar	Semester of graduation*
9	File "Statement of Intention to Graduate" form with official title of dissertation listed	Student	Graduate School	Semester of graduation (One must be filed for each intended graduation semester.)
10	Pay document fees through Student Business Services	Student	Student Business Services	Semester of graduation* (This is paid only once.)
11	Schedule final oral defense of dissertation and submit defense notification form at least 3 weeks before defense	Student, Committee Chair, and Advisory Committee	Graduate School Dissertation Supervisor	At least 3 weeks before defense
12	Stand for final oral defense of dissertation and send result by memo to the Graduate School	Advisory Committee	Graduate School Doctoral Coordinator	Semester of graduation*
13	After incorporating committee changes, submit .pdf file of dissertation to Dissertation Supervisor for review	Student, Advisory Committee	Graduate School Dissertation Supervisor	Semester of graduation (usually 5 weeks before graduation date)
14	Final grade for dissertation hours (A or B)	Committee Chair or Advisory Committee	Registrar-Final Grade Roll	End of semester
15	Submit official .pdf of dissertation to ETD web site; order and bring all personal/paper copies to Graduate School	Student	Graduate School Dissertation Supervisor (Revised)	Prior to deadline
16	Complete Doctoral Survey	Student	<a href="http://survey.norc.uchicago.edu/doctorate">http://survey.norc.uchicago.edu/doctorate</a>	Before graduation

\*Deadline packets will be sent to students according to proposed date of graduation indicated on "Program for the Doctoral Degree and Report of Preliminary Examination" form.

Forms may also be downloaded from the Graduate School web site: <http://www.depts.ttu.edu/gradschool/>

Revised 8/16/06