

**COLLEGE OF EDUCATION**  
**Ohio University**  
**Athens Oh 45701**

**Doctor of Philosophy**  
**Curriculum and Instruction**  
**Specialization: Instructional Technology**  
**Program of Study**

**Philosophy and Expectations for Instructional Technology Students:**

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

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

**Components of the Instructional Technology Program:**

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

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

As part of the development of the instructional technology specialization the student must take at least 3 courses in a cognate area outside the College of Education. The remaining hours must include hours in instructional technology courses. Students may elect to take additional professional education courses and other experiences if appropriate to his/her specialization. This arrangement assumes that depth and breath in a specialization requires utilization of pertinent information from related disciplines. The minimum number of hours taken as a doctoral student in the instructional technology is 65 hours. However, the number of graduate hours taken in a given specialization may exceed 65. Graduate courses taken prior to doctoral student status may, in some cases, apply to the total hours of the specialization but will not apply to the minimum hours which the student must take when she or he is at the doctoral level. All coursework in the doctoral program must be approved by the Doctoral Program of Study Committee which is chaired by the student’s advisor.

**A. Instructional Technology Core (65 hours)**

**1. Required Technology Courses**

EDCT 790 – Research in Instructional Technology	5
EDCT 793A-Z – Advanced Seminar in IT (Students are to take <u>two seminar</u> courses.)**	5
EDCT 880 – Practicum in Instructional Technology	6

*\*\*The EDCT 793A-Z Advanced Seminar in IT is a special topics course. The topic changes each quarter and allows the IT program to remain up-to-date and to offer a wide variety of IT topics of interest to students. Students are encouraged to suggest topics. Students are required to take special topics courses*

**2. Cognate Area** – Each student is required to take 3 graduate courses in a college outside the College of Education. These three courses form the cognate area for your degree. It is expected that the student will select courses that provide support to the research agenda established by the student in his/her dissertation. These three courses make up part of the 65 hours required for the degree.

**3. Curriculum/Cultural Context – 1 Required Course\* from the following list.** You may be required to take more courses from this area as needed after consultation with your advisor.

Cultural Contexts

EDCS 700 - Analysis of Educational Concepts	5
EDCS 801 - Social and Cultural Foundations in Education	5 - EDTE 800 prerequisite
EDLE 710 - Cultural and Contextual Foundations in Leadership	5
EDLE 720 - Moral and Ethical Dimensions of Leadership	5

Curriculum and Instruction

EDTE 715 - Theories of Curriculum Change	5
EDTE 716 - Theories of Instructional Change	5
EDTE 800 - Advanced Dynamics of Human Learning	5
EDLE 740 - Advanced Education Organizational Theory	5

*\*Students are required to take one course in this section but may take more courses as part of their Instructional Technology Core if their focus will be curriculum and instruction as it relates to the integration of technology in teaching and learning.*

**B. Research (24 hours minimum)**

EDRE 720 - Educational Statistics*	5
EDRE 750 - Instruction to Qualitative Methods in Education*	4
EDRE 721 - Regression Analysis in Education or EDRE 751*	5
EDRE 733 - Research Design in Education*	5
EDRE XXX- Courses selected by the student to meet 24 hours	5

*\*Indicates Required Research courses.*

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

**C. Dissertation**

Students are required to take 15 hours of dissertation credit. The call number for dissertation hours is EDCI 895 – Dissertation. Students should complete the Comprehensive Exam before enrolling in Dissertation hours with their Dissertation Advisor.

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

Instructional Technology Core	Minimum	65
Research	Minimum	24
Dissertation		15
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<b>Total</b>	<b>Minimum</b>	<b>104</b>

## Possible Courses to be used in the Program of Study for Instructional Technology

(Courses selected must be approved by the Program of Study Committee)

### Within the College of Education:

EDCT 521	Programming Concepts for Teachers (Flash)
EDCT 531	Educational Applications of the Internet (Dreamweaver)
EDCT 541	Software Integration in the K-12 Curriculum (Lego Robotics)
EDCT 551	Technology Support in Educational Settings
EDCT 601	Instructional Design
EDCT 602	Instructional Multimedia for the Classroom
EDCT 690(603)	Visual Literacy in Educational Settings (Photoshop) (VICO 571)
EDCT 661	Leadership and Professional Development in Technology (EDCI 696)
EDCT 793 A	Advanced Seminar IT - Program Evaluation (every other fall quarter)
EDCT 793B	Advanced Seminar IT - Simulation and Modeling for Educators (every other winter quarter)
EDCT 793C	Advanced Seminar IT - Advanced Instructional Design (every other spring quarter)
EDCT 793 D	Advanced Seminar IT - Computer Based Instruction for Educators (every other spring quarter)
EDCT 793E	Advanced Seminar IT - Distance Education and the Adult Learner (every other fall quarter)
EDCT 890	Research in Education (Special Topics – typically related to dissertation work)

### Recommended Instructional Technology courses outside the College of Education:

VICO 511	Informational Graphics
VICO 512	Advanced Informational Graphics
VICO 514	Desktop Publishing
VICO 520	Topic Seminar: Web Page Design
VICO 571	Digital Imaging
VICO 573	Interactive Media
VICO 588	Advanced Multimedia Production
JOUR 507	Electronic Publishing
JOUR 792	Journalism for the World Wide Web
TCOM 223	Computer Animation I (note: Enroll in TCOM 694 with permission from the instructor)
TCOM 323	Computer Animation II (note: Enroll in TCOM 694 with permission from the instructor)
TCOM 521	Nonbroadcast Video Systems
TCOM 541	Instructional Telecommunications
TCOM 563	New Technologies of Telecommunications
TCOM 565	Satellite Communications
TCOM 566	Technology, Communications & Culture
TCOM 610	Audio and Video Productions
TCOM 769	International Telecommunications
CS 599	Elementary Topics in Computer Science (Unix and C++)
LING 551	Computers for Language Teaching I (typically a summer course)
LING 551	Computers for Language Teaching II (typically a summer course)
LING 553	Computers for Language Teaching III (typically a summer course)
LING 569A	Distributed Learning and Multimedia Courseware Development I
LING 596B	Distributed Learning and Multimedia Courseware Development II
LING 652	Computational Linguistics
INCO 610	Theories of Communication
INCO 632	Instructional Training and Development in Communications
INCO 710	Communication and Information Diffusion

## **Doctoral Committees and Processes:**

### **Writing Exam:**

At the end of the first year in the Instructional Technology program. Graduate students will be asked to submit 2 writing selections for examination by two Instructional Technology faculty. The faculty members will determine if the quality of writing by the graduate student is deemed scholarly with reflection toward the writing of a dissertation. It is expected that the paper submitted as an example is 10 pages in length and written in accordance with the 5<sup>th</sup> Edition of the APA Style Manual. The results of the writing exam will be sent to the student in a letter from the Graduate Student Office, 124 McCracken. If the writing of a student is not found to be appropriate, then the student will be asked to take courses offered by OPIE, Linguistics, or the English Department which focus on graduate writing.

### **Doctoral Program of Study Committee:**

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

### **Comprehensive Exams:**

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

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

### **Dissertation Committee:**

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

It is the student's responsibility to contact the new members which will act as the Dissertation Committee and ask them to serve on the committee.