

PhD Degree

Major: Instructional Technology

Program Theme: Educator as Researcher

The doctoral program for the major in instructional technology is designed to provide specialization for individuals in the following areas: information technologies, instructional design, alternative instructional delivery systems, research, management, and consulting. The program is designed for highly competent individuals who are working in the instructional technology field in a wide variety of educational, training, and development areas such as those found in schools, higher education, business, industry and government agencies.

PROGRAM OF STUDY

A. Core Area (minimum of 27 semester hours)

The purpose of the core is to develop general research competence including expertise in at least one particular research paradigm appropriate to the major field and/or dissertation research. In addition, the core is intended to develop an awareness of the context in which educational issues can be understood and interpreted.

Research Core Required (minimum of 15 semester hours)

EPRS 8530 Educational Statistics I (3) or equivalent statistics course

EPRS 8540 Educational Statistics II (3) or equivalent statistics course

EDCI 9990 Dissertation (9)

Select:

EPS 9820 Methods of Education Inquiry (3)

one course from a research track outlined below (3)

or

Any two courses from a research track outlined below (6)

Research Tracks

The student and doctoral advisory committee elects a research track based on the methodology to be employed in the dissertation. Additional course work in a research track may be required by the advisory committee. Students may select EPS 982 and one additional research track course or may select two research track courses.

Quantitative Methodology

EPRS 8550 Educational Statistics III (3)

EPRS 8620 Educational Evaluation (3)

EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design (3)

EPRS 8840 Meta Analysis (3)

EPRS 9550 Multivariate Analysis (3)

EPRS 9560 Structural Equation Models (3)

EPRS 9570 Hierarchical Linear Models (3)

EPRS 9900 Advanced Research (3)

Qualitative Methodology

EPRS 8500 Ethnography in School and Community Settings (3)

(EPRS 8500 and EPRS 8510 are a two course sequence)

EPRS 8510 Ethnographic Approaches to Educational Research II (3)

(EPRS 8500 and EPRS 8510 are a two course sequence)

EPRS 8640 Case Study Methods (3)

EPSF 9280 Interpretive Inquiry in Education (3)

Anth 8010 Qualitative Methods in Anthropology (3)

Single-Case Methodology

EPY 8850 Introduction to Single-Case Methodology (3)

EPY 8860 Applications of Single-Case Methodology (3)

Psy 8011 Single-Case Research Methodology (3)

Historical/Sociological/Philosophical Approaches

EPSF 9850 Historical Research in Twentieth Century American Education(3)

EPSF 9930 Philosophical Analysis and Method (3)

Hist 8000 Introduction to Historical Research (3)

Measurement Methodology

EPRS 7920 Educational Measurement (3)

EPRS 8410 Introduction to Item Response Theory (3)

EPRS 9330 Advanced Measurement Theory (3)

EPRS 9360 Advanced Item Response Theory (3)

Social Foundations and Psychology of Learning Core (minimum 6 semester hours)

The Ph.D. degree in the College of Education not only expects highly specialized research areas, it also requires a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations. The social foundations and psychology of learning core courses consists of 6 semester hours.

Through historical, philosophical, sociological, and anthropological inquiry, social foundations foster the types of speculative investigations essential for thorough understandings of those theoretical principles and ideological conceptualizations necessary to uphold the integrity of the Ph.D. degree. The social foundations requirement is fulfilled by selecting one of the following three-hour courses:

EPSF 8270 Philosophy of Education (3)

EPSF 8280 Anthropology of Education (3)

EPSF 8310 Sociology of Education (3)

EPSF 8340 History of American Education (3)

EPSF 9260 Epistemology and Learning (3)

The psychology of learning core is based in the following two guiding principles:

1. educational leaders make judgements that affect learning;
2. doctoral students should have a substantial understanding of the psychology of learning. The psychology of learning requirement is fulfilled by selecting one of the following three hour courses:

EPY 8030 Advanced Applied Behavioral Analysis (3)

EPY 8050 The Psychology of Instruction (3)

EPY 8070 Understanding and Facilitating Adult Learning (3)

EPY 8080 Learning and Cognition in Adults (3)

EPY 8180 Development During School Age (5-18 years) (3)

EPY/CPS 8200 Advanced Developmental Psychology I: Cognition and Intelligence (3)

EPY/CPS 8220 Advanced Developmental Psychology II: Personality and Socialization (3)

B. Major Area (minimum of 21 semester hours)

The purpose of the major requirement is to increase the doctoral students' knowledge base and research expertise in the academic area in which scholarly activity is pursued. The required courses provide a conceptual base of research, emerging issues in education, and an in-depth examination of research in the major field. The internship is designed to facilitate the application of theory to practice in the major field of study.

Required (6 semester hours)

EDCI 9660 Internship (3)

EDCI 9900 Critique of Educational Research (3)

Students select an additional 15 semester hours of departmental courses relating to instructional technology. Course work must be at the 8000 or 9000-level and approved by the doctoral committee.

C. Cognate Area (minimum of 18 semester hours)

Required (3 semester hours)

EDCI 8970 Seminar in Teaching and Learning (3)

Select 15 semester hours:

The cognate area requirement provides opportunities for the doctoral student to develop an extended knowledge base associated with the major field of study. The course work should lead to the development of understanding of the origin, history, ontology, philosophy, conceptual underpinnings or appropriate application of the major area of concentration. Course work must include a minimum of 15 semester hours at the 8000 or 9000-level and approved by the doctoral committee.

Total: Minimum of 66 semester hours.