

Major: Instructional Technology

Program Theme: Educator as Researcher

The Ph.D. major in Instructional Technology provides specialization for individuals in the following areas: instructional design, alternative instructional delivery systems, library media technology, 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 18 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 (6 semester hours)

EPRS 8500 Qualitative/Interpretive Research in Education I (3)

EPRS 8530 Quantitative Methods and Analysis in Education I (3)

Select a minimum of two additional research courses below (6 semester hours):

Research Tracks

The student and doctoral advisory committee identify 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.

Quantitative Methodology

EPRS 8540 Quantitative Methods and Analysis in Education II (3)

EPRS 8550 Quantitative Methods and Analysis in Education III (3)

EPRS 8650 Categorical Data Analysis (3)

EPRS 8820 Institutional Research (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 Modeling I (3)

EPRS 9571 Hierarchical Linear Modeling II (3)

EPRS 9900 Advanced Research (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)**
- EPRS 8510 Qualitative Research in Education II (3)**
- EPRS 8520 Qualitative/Interpretive Research in Education III (3)**
- EPRS 8640 Case Study Methods (3)**
- EPRS 8700 Visual Research Methods (3)**
- EPSF 9100 Phenomenology and Ethnomethodology: Research Principles in Practice (3)**
- EPSF 9120 Poststructural Inquiry (3)**
- EPSF 9400 Writing Qualitative Research Manuscripts (3)**
- EPSF 9280 Interpretive Inquiry in Education (3)**

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)**
- EPY 8860 Applications of Single-Case 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 Methods and Theory (3)**

Measurement Methodology

- EPRS 7920 Classroom Testing, Grading and Assessment (3)**
- EPRS 8920 Educational Measurement (3)**
- EPRS 9320 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)

In addition to highly specialized research in specific areas, doctoral students in the College of Education must possess a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations.

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.

Select one (3):

EPSF 8270 Philosophy of Education (3)

EPSF 8280 Anthropology of Education (3)

EPSF 8310 Sociology of Education (3)

EPSF 8320 Politics and Policy in 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 judgments 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:

Select one (3):

EPY 8030 Advanced Applied Behavioral Analysis (3)

EPY 8050 The Psychology of Instruction (3)

EPY 8070 Understanding and Facilitating Adult Learning (3)

EPY 8080 Memory and Cognition (3)

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

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

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

B. Major Area (minimum of 21 semester hours)

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 (IT 9660) facilitates the application of theory to practice in the major field of study.

Required (6 semester hours)

IT 8660 Internship (3)

EDCI 9900 Critique of Educational Research (3)

Select 15 semester hours:

The students and Doctoral Advisory Committee select additional departmental courses relating to instructional technology.

C. Cognate Area (minimum of 18 semester hours)

Required (6 semester hours)

EDCI 8970 Seminar in Teaching and Learning (3)

EDCI 9850 Research Seminar (3)

Select 12 semester hours:

The students and Doctoral Advisory Committee select additional coursework.

Program Total: Minimum of 66 semester hours.