Doctoral Handbook

Ph.D. in Learning Technologies

Department of Learning Technologies

This handbook is for both current and future students.

UNT
UNIVERSITY OF
NORTH★TEXAS

COLLEGE of
INFORMATION

(Updated Spring 2014)

The policies and procedures are written within the framework and guidelines provided by the University of North Texas Toulouse School of Graduate Studies and the College of Information. In cases where the program has identified more stringent, or specific, policies and procedures than the Graduate School and College of Information, the doctoral handbook is to be followed. In the absence of information presented in the program's handbook, please refer to the University of North Texas Graduate Catalog.

This handbook covers only the LT PhD program offerings and not the ATPI or other doctoral programs in the college.

This is a living document that should be a tool for graduate students and faculty to use for successful and strong doctoral degree programs. The many past and future contributions to this handbook, from students and alumni, are appreciated and valued.

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For additional information on doctoral programs in the college contact the College of Information Admissions Office at 940-565-3101 or by e-mail at ci-admissions@unt.edu.

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Overview

The doctoral degree in Learning Technologies is offered through the Department of Learning Technologies, the College of Information and the Toulouse School of Graduate Studies at The University of North Texas. The programs of study leading to a doctoral degree are designed to reflect the multidisciplinary nature of the field of learning technologies. It includes concepts from the fields of cognitive science, learning and instructional technology, information science, and education.

The doctoral program in Learning Technologies prepares graduates for dynamic roles in education and leadership in statewide, regional, national and international learning technologies communities. The doctoral program in Learning Technologies, originally founded within the Computer Education and Cognitive Systems area and called Educational Computing, is nationally and internationally known for preparing educators and technology professionals to advance knowledge of technology tools and their applications. Perhaps the single most distinctive feature of the program is its longevity at the forefront of learning technologies in the nation. Faculty in the program have been teaching doctoral courses and supervising dissertations in this area for more than 40 years, and three have been at the forefront of the field during that time. This long lineage of wisdom traces its roots back to one of the earliest National Educational Computing Conferences (now the annual ISTE conference) held at UNT, in 1981.

The PhD in Learning Technologies focuses on understanding and expanding the synergy of technology and learning/instructional systems theory. This program emphasizes the application of advanced technologies including computers and information technology to educational and instructional environments in the public and private sectors. The core of the program is the application of technologies within the learning process. Strong foundations in computing and information/cognitive science, in additional to learning theory and education, distinguish this program from many others.

Graduates of the program will:
- understand the relationship between human learning, technology intervention and instructional practices
- have experience in laboratory and field-based research, internships and practica, presenting papers at professional conferences and disseminating research through the traditional professional journals, through the internet and other electronic media.

Doctoral courses are designed to engender a sense of inquisitiveness in the students. Students are expected to engage in research and publish their efforts. Student research and publication are demonstrated in the doctoral portfolio. Each class requires that the students explore a topic related to the class and write the results of the investigation in a publishable format.

Many of our graduates are prepared to accept appointments at universities and organizations whose mission is the creation and testing of innovative applications of technology in education and training. Graduates work as faculty, instructors, teachers, instructional designers, directors of distance education, technology coordinators, trainers, and other positions in the instructional, educational, and learning technology fields. Career planning is very much a part of the doctoral mentoring process, including the choice of dissertation topic.

Program Vision

The program vision is to continue to be a leading U.S. program in Learning Technologies that prepares scholars for careers in educational, corporate, and academic environments through a rigorous, collaborative, and technology infused curricula. The core of the program is the application of technologies within the learning process. The doctorate in Learning Technologies focuses on defining, understanding, and expanding the synergy of technology and learning/instructional systems theory.

A successful doctoral candidate will demonstrate proficiency in both process and content areas. Process refers to the skills and knowledge that graduates use in the course of becoming contributing scholars/practitioners; whereas, content areas are the domain specific knowledge and skills which form the foundation of our discipline.

Program Objectives

Process Competencies:

Synthesize Knowledge
The graduate will read and synthesize the literature related to his/her specific discipline; describe fundamental theories of human learning and the role of technology; and apply knowledge of human learning and technology to the solution of practical problems in his/her discipline.

The graduate will demonstrate this competency by completing activities such as:
- Write a critical literature review
- Write a conference paper based on the standards of either a state, regional or national conference
- Write a grant proposal based on published grant guidelines
- Write a journal article based on the publication guidelines for a state or national journal
- Write a project report based on a mini-research project
- Actively participate in the design and implementation of a course or a workshop

Create Knowledge
The graduate will describe common research methods in his/her discipline, read and evaluate educational research, and apply research findings to the solution of practical problems in his/her discipline.
The graduate will demonstrate this competency by completing activities such as:
- Conduct a research project individually or collaboratively with peers or faculty
- Apply appropriate models to "real world" projects
- Develop instructional materials/projects based on research findings and/or theory

Communicate Knowledge
The graduate will communicate effectively in oral and written formats including the ability to communicate content from his/her discipline through the design and delivery of effective teaching/learning activities that integrate content and pedagogy, adapt instruction and support services to the needs of diverse learners, and assess appropriately learning outcomes.

The graduate will demonstrate this competency by completing activities such as:
- Present at a professional conference
- Present the results of an independent study project at a CECS Seminar

- Use inclusive and non-biased language in written and oral communication
- Discuss the application of instructional design models and procedures
- Develop instructional materials that communicate information to diverse end users

Think Critically and Reflectively

The graduate will develop a personal vision of inclusive educational practice, identify the relationship of his/her discipline to the broader field of education, and critically evaluate theory and practice.

The graduate will demonstrate this competency by completing activities such as:
- Prepare a critical and reflective paper on scholarly topics in Computer Education and Cognitive Systems
- Prepare a constructive critique of a research design
- Prepare a constructive critique of a current research theory in education technology
- Write a reflective paper

Engage in Professional Development

By developing a personal digital portfolio, the graduate will demonstrate having acquired the skills necessary to engage in life-long learning and continuous professional development.

The graduate will further demonstrate this competency by participating in workshops and professional conferences related to instructional or information technology.

Participate Actively in the Profession

The graduate will identify communities of practice within his/her discipline and participate within these communities.

The graduate will demonstrate this competency by completing activities such as:
- Demonstrate understanding of and adherence to the discipline's professional code of ethics (e.g., cite sources, obey copyright law, follow human subject research protocols)
- Present at a professional meeting
- Participate actively in state, regional and national professional organizations
- Provide volunteer service to community
- Conduct in-service workshops in educational technology

Content Competencies

These will be developed and demonstrated by activities such as:
1. Describe the philosophical underpinnings of the use of computers in education including: why we are interested in this technology; what we hope to accomplish; intended and unintended changes that will occur by its use.
2. Examine the underlying philosophical approaches to learning and the paradigms which guide instructional design.
3. Describe how the use of computing and other technologies are enabled within each learning paradigm.
4. Explain the challenges and opportunities of implementing emerging technologies in educational environments with emphasis on describing their use to meet educational needs and goals.
5. Explain the principles linking instructional conditions and learning outcomes including motivation, perception, cognition, and attitude change.
6. Identify the issues of successful technology implementation and the implications in educational environments through the use of classic and contemporary research.

7. Describe the current and historical theory and practice of distance education including investigations in teaching and learning, systems design, implementation of instruction and provide an overview of major theorists.
8. Plan, develop, implement and evaluate distance educational systems in educational environments.
9. Identify research and applications of interactivity used in multimedia computer technologies in the design and production of interactive learning systems.
10. Create an instructional interactive presentation that utilizes elements of interactive multimedia.
11. Design and implement educational multimedia and hypermedia products utilizing strategies from message design, human factors research, learning theory and other theoretical and critical approaches.
12. Explain the theoretical base of constructivist philosophy of learning and design or develop technology infused learning environments that keep students active, constructive, collaborative, intentional, complex, contextual, conversational, and reflective.
13. Create a distributable electronic product for constructivist learning environments including interface and media design, and an evaluation component.
14. Analyze facility design, organizational patterns, administrative strategies, and alternative structures for achieving and evaluating media-based instructional and production components. Analysis includes selection, procurement and control of hardware and software inventories and management tools including protection of intellectual property, security issues and budgeting strategies.
15. Explain that the ideal grant is a match between the needs of an organization and the desires of a funding agency.
16. Write effective grant proposals.
17. Analyze current research in learning technologies as a tool for understanding the unique characteristics of technology based research activities in educational environments.

Mentoring

The graduate faculty is committed to providing positive mentoring experiences for all doctoral students. Mentoring can include supervised guidance in all phases of the student's coursework, dissertation, and professional development. For a resident student, the major professor typically serves as the student's mentor. However, any graduate faculty can assist a student in this role. For a distributed student, an additional dimension of mentoring is provided. Each student is assigned to a member of the Associate Faculty (AF). This AF member is in regular contact with the student.

Research Opportunities

Doctoral students are encouraged and are expected to participate in research and development activities conducted by the Department of Learning Technologies. Research is viewed as an integral part of the student's professional development and may include individual or group activities conducted in educational and/or corporate environments.

Teaching Opportunities

Depending on department teaching needs and the situation of the student, a doctoral student may be invited to teach, or to assist a faculty member in a particular course.

Nature of the Learning Technologies PhD

There are two options, called offerings, for the LT PhD program:

- Residential Offering
- Distance/Distributed Online Offering

Both doctoral program offerings assume a proactive stance on the part of the learner. Students are expected to demonstrate a high level of personal initiative and academic inquiry. Assistance, information, and encouragement are available from the student's major professor, committee, and other members of the graduate faculty. The doctoral program has been established as an interactive model that allows synergy between the student and the graduate faculty, but places primary responsibility for success in completing the program directly on the student. Students in either program option complete the same coursework, portfolio, and dissertation requirements.

Residential Offering	*Distance/Distributed Online Offering*
Students who can attend face-to-face as well as blended courses on-campus can apply for the residential offering. Student requirements for on-campus presence vary from course to course; however, students are expected to be on campus at least several times each semester during their course work.	For students outside the North Texas region, or who are not able to attend on-campus courses, a distributed option is available.
Residential students are those that have been accepted into the residential LT PhD offering. Residential students are expected to attend on-campus doctoral level courses to fulfill their course work.	Distributed students are those accepted into the distributed LT PhD offering and complete the course sequence as defined by the distributed offering. The only exception to this sequence is if the student has applied and been approved for a leave of absence or transition plan. Distributed students are required to attend an annual meeting each summer to remain active in the PhD offering.
Students entering the residential offering are assigned to study with a LT doctoral program faculty member(s). The student works with their faculty advisor during coursework and into dissertation with a focus on student-centered research for the purpose of guiding the student to successful completion of the program.	Students normally take two online courses each semester throughout the year (six courses) and attend a yearly face-to-face meeting each summer towards the end of June.
Benefits of the residential offering include a flexible degree plan and study options and the ability to pursue a minor.	Students entering the distributed offering are assigned, based on their input, both an Associate Faculty (AF) and a Program Faculty (PF) member to their committee. AF's are professionals in the field who oversee the student's work toward his or her dissertation.
	The student and the academic committee work together during coursework and into dissertation with a focus on student-centered research for the purpose of guiding the student to successful completion of the program.

When a student is no longer able to meet program offering expectations, an academic review will be conducted to determine the student's options for continuing in the program offering. See page Academic Review Committee (below). Details of expectations are discussed later in the handbook.

Admissions

Before participating in the LT PhD program, a student must be admitted by both the UNT Toulouse School of Graduate Studies and the LT PhD Program. Acceptance by the Graduate School does not guarantee acceptance by the LT PhD program. Admission to a UNT departmental degree program can be considered only *after* the applicant's admissions paperwork is released by the Graduate School to the degree program for review.

It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals[1]. Each prospective student will be subjected to a competitive evaluation conducted by the graduate faculty.

The number of students admitted each year depends upon an assessment of the ability of the department's graduate faculty to supervise previously admitted doctoral students, as well as the ability to supervise newly admitted students. Therefore, the number of doctoral students and doctoral candidates (dissertation stage) is monitored to help establish the level of admission for new students.

The program's graduate faculty determines the unconditional acceptance of individual students into departmental doctoral programs. This determination is made through an admissions portfolio. This portfolio is the applicant's opportunity to professionally present themselves to the department's graduate faculty. The portfolio helps determine a student's readiness to enter and succeed in the doctoral program. Most importantly, the portfolio provides information that assists the faculty in determining if the program's degree program is the best match for the candidate's background, academic ability, and future career goals.

Admission to doctoral study in learning technologies is competitive within the capacity of the program faculty to mentor doctoral students.

Minimum requirements for admission to the PhD program for either offering
1. Degree Requirement
   a. A Master's degree from an accredited institution, with a grade point average of 3.4 (on a 4.0 scale) or
   b. Under some circumstances a Bachelor's degree holder may begin the LT MS program; after a satisfactorily completing specified MS course work the student may be allowed to work finish the LT MS while starting the LT PhD program. A total grade point average of 3.0 or a grade point average of 3.4 over the last 60 hours (on a 4.0 scale)
2. A Graduate Record Examination (GRE) and/or equivalent examination must be on file at the time the application is reviewed or submission of the following alternate materials.
   ➢ Alternate Materials in-lieu of GRE or equivalent examination
      • A scholarly presentation at a professional conference related to Learning Technologies (to support verbal scores).
      • Completion of 6 hours of graduate coursework in the field with a grade point average of 3.0 or higher.
      • A scholarly publication in a peer reviewed setting (to support written scores).

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[1] Direct questions can be made to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989 (http://www.unt.edu/ada.htm).

International Students

International students who have completed the IELI program through level 6 and successfully completed the UNT Graduate Preparation Course (GPC) must submit documentation of these requirements in addition to GRE scores. For international students, the Test of English as a Foreign Language (TOEFL) examination or successful completion of the UNT Intensive English Language Institute (IELI) through level 6 must be on file.

Submission of Admission Applications

The process for admissions occurs in two stages that can be done concurrently. The first is to apply for admissions to the UNT graduate school and the second is to apply for admissions to the specific LT PhD program offering.

The review for admission to the LT PhD program offering begins after the entire first stage is complete with the UNT graduate school and those materials are forwarded to the program.

UNT Graduate School Admissions (Stage 1)

Complete and submit the following items with the UNT Toulouse School of Graduate Studies:
1. Complete application for admission using ApplyTexas.org (online)
2. Provide transcripts from previous colleges attended
3. Provide GRE scores, equivalent examination[2], or alternate materials (see above)

These materials are processed by the Toulouse School of Graduate Studies and then forwarded to the program. Due to this processing time, it is *imperative* that you submit these materials well in advance of the program application deadline so that the College Admissions office receives your materials before the departmental review date.

LT PhD Admissions (Stage 2)

Request, Complete, and Submit the following materials to the College Admissions Office (see below):
1. LT PhD Offering Admissions Application that specifies the desired delivery method (residential of distributed) and indicates a preference of academic faculty.
2. A personal resume or curriculum vitae that includes a summary of teaching, administrative, and/or training experience.
3. A personal statement (500 – 1000 words) of career objectives, which may include doctoral research areas of interest; research, professional or community experiences that demonstrate motivation, commitment and potential for doctor work; accomplishments; communications skills; technology skills; and contribution to the diversity of the field.
4. Three (3) letters of recommendation submitted for you. Letters should be from former professors, others who can evaluate your academic qualifications, or from job supervisors who can assess your potential for success in the learning technologies doctoral program.

Completed application packets are then distributed to the program for review. If you have question, please contact the College of Information Admissions Office – 940-565-3101, ci-admissions@unt.edu

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[2] If you have questions about your GRE scores, please contact the College Admissions Office. As discussed in this document, admission to the program does not hinge on a student's examination scores. The admissions process is done using a holistic review of the entire set of materials provided by the student seeking admission.

Leveling Courses

Students may be required to complete leveling courses in addition to the required course work to support the philosophical and theoretical foundations needed to be admitted into the doctoral program. The leveling courses are based on the student's previous academic preparation and work experience as judged by the department's graduate faculty. Leveling courses are assigned in consultation with the graduate faculty during the admissions process.

Submission, Review, and Semester Start Dates upon Acceptance

Residential Offering

Application Period	Program Review Period	Semester Start Upon Acceptance to Residential Offering
Dec 15 – May 10	Between Feb and May	Summer Semester
Mar 15 – Aug 10	Between Jun and Aug	Fall Semester
Sept 15 – Nov 15	Between Oct and Dec	Spring Semester

- Students who are accepted may begin the following semester.
- Admitted students have one year from admissions to begin course work or they must reapply for admissions.

Distance/Distributed Offering

Application Period	Program Review Period	Semester Start Upon Acceptance to Residential Offering
Jun 15 – May 1	Between Sept and May	Summer Semester of next Cohort Start

- Students who are accepted may begin with the next distributed cohort. Distributed offering cohorts start each summer when available.
- Admitted students may either start with the next available cohort or can wait till the following summer. After that, students must reapply for admissions.

If you missed the application deadline, contact **CI-Admissions@unt.edu** to see if any changes to the posted dates have been made.

International Students

International students should contact CI-Admissions@unt.edu and UNT International concerning dates specific to admissions.

Program Offering Transfers

Students accepted into a specific program offering (residential or distributed) are governed by the requirements, expectations, and rules of the program and those specific to the offering. Students must take courses within their offering delivery format, unless an exception is requested and approved using the procedures of the program. A student wishing to change program offerings must file a request to the program requesting the transfer and must also reapply for admission. Decisions for transfer are made on a case-by-case basis by the program faculty during the admission review process.

Student Status during Degree Program

Students once admitted to the doctoral program go through four stages of status.

Doctorial Student
A student who has been admitted, starts coursework, and continues to stay active in the program is defined as a doctorial student.

Doctorial Candidate
A student who has completed the required coursework and successfully defended their portfolio becomes a doctorial candidate.

Doctorial Candidate ABD
A student who successfully defends their dissertation proposal defense and stays active in the program becomes a Doctorial Candidate who is All But Dissertation (ABD).

Doctorial Graduate/PhD
A student who successfully defends his or her dissertation and completes the required graduate school graduation paperwork earns a PhD and is considered to be a doctorial graduate.

Degree Program Details by Offering

Students are expected to secure a copy of the graduate catalog (www.unt.edu/catalogs) and are responsible for following all the rules and regulations of the University of North Texas pertaining as well as the expectations and policies as set forth in this document.

This section of the handbook outlines the expectations, requirements, and policies of the LT PhD program and each specific offering.

It is expected that students will make continuous progress toward the completion of the degree.

If a student no longer meets the expectations of the program, then an Academic Review Committee will conduct a review to determine the student's options for continuing in the program.

Academic Review Committee (ARC)
An Academic Review Committee (ARC) consists of the student's major advisor, appropriate doctoral student supervisor, and additional faculty member(s) appointed to the review committee by the program coordinator. After the review, the committee may:
- Dismiss the student permanently from the program
- Require additional coursework prior to continuation in the program
- Dismiss the student for one semester from the program
- Develop a remediation plan with which the student must comply

Students who do not comply with the requirements imposed by the ARC will be dismissed from the program.

A student may appeal the decision of the ARC using the same process used with grade appeals within the department. That appeals process starts with the program coordinator.

Coursework (Residential)

Residential students are expected to take primarily doctoral level courses that are non-Internet fee-based courses to fulfill their program course work.

Students in the residential offering have completed a quality doctoral program in as little as two years. This is, of course, dependent upon course availability and the student's course load. The graduate faculty has also witnessed students struggle to meet the eight year time limit of the graduate school. For residency students, it is typical that coursework takes between three and five years depending on the course load of the student.

The following simple equation can be used for calculating the amount of time needed for course work completion:

> ((number of courses required by the degree plan) minus (number of doctoral dissertation hours)) DIVIDED BY number of hours completed per semester EQUALS number of semesters needed to complete doctoral coursework

Students should expect that a single three-hour course would result in at least nine hours of study each week.

Students are required to maintain a 3.0 average in all coursework listed on their degree plan.

An Academic Review Committee will be convened to review students who receive two letter grades of C or W during their academic course work or any single grade of D, F, or WF.

An Academic Review Committee will be convened to review a student who becomes inactive by not taking a course in the previous year without having a leave of absence on file.

Coursework (Distributed)

Distributed students are expected to take cohort designated courses in the planned sequence as defined by the distributed program offering, unless the student has applied and been approved for a leave of absence or transition plan (see below) or has applied for and been given permission for an adjustment to the course sequence.

Students normally take two online courses each semester throughout the year (six courses each year). Two doctoral courses during the fall and spring with one doctoral and one masters course each summer. The summer course load is variable depending on transfer credits (see below).

In the case where a student is required to take additional courses beyond the six hours to meet financial aid or other requirements, the student should seek advising for course registration.

Course work is completed in three years from the start of the program, if the student is able to maintain the sequence of the course offerings. If the student is not able to maintain the pace, the student can request a transition plan or leave of absence to evaluate how best to complete the program.

Students should expect that a single three-hour course would result in at least nine hours of study each week. Thus, distributed students should plan on 18 hours a week on average for study with the normal course sequence.

Students are required to maintain a 3.0 average in all coursework listed on their degree plan.

An Academic Review Committee will be convened to review students who receive two letter grades of C or W during their academic course work or any single grade of D, F, I, or WF.

An Academic Review Committee will be convened to review a student who does not register for courses during a given semester without having an approved leave of absence or transition plan filed.

Degree Plan (Residential)	**Degree Plan (Distributed)**
The approved doctoral degree plan is the official document that outlines the courses that a student must take in order to obtain the degree sought.	The approved doctoral degree plan is the official document that outlines the courses that a student must take in order to obtain the degree sought.
Upon unconditional[3] acceptance into the doctoral program, the student in consultation with his or her major professor creates a doctoral committee (aka. academic committee). This committee reviews all academic work through the portfolio examination.	Distributed students receive their degree plans during the orientation of the first summer annual meeting. Degree plans for the distributed offering have limited options in order to support the scope, sequence, and program offering.
Degree plans are required to be filed before the end of the second semester of course work. If the student was provisionally accepted into the program, then the degree plan is held until such time as the student has completed the required remedial work[3].	Upon unconditional[3] acceptance into the doctoral program, the student's degree plan will be filed with the graduate school.
It is the responsibility of the student and major professor to complete and file the degree plan on time with the approval of the student's academic committee. The degree plan form can be found on the department's web page.	The degree plan reflects the expected course of studies minus any reduction in tools courses that were requested[4] and approved before the degree plan was submitted. If the student was provisionally accepted into the program, then the degree plan is held until such time as the student has completed the required remedial work[3].
The degree plan must reflect the requirements of the degree hours required for the PhD program as well as meet the residency requirements (see below) in order for the student to be gain approval from the graduate school upon completion of course work. It is the responsibility of the student in discussions with their major professor to ensure that the degree plan will allow them to pass the graduate school review.	The degree plan does contain a few course choices in selected semesters. The student selects those courses before the semesters in which they are offered and a degree plan update is filed at the end of course work that reflects those choices.
All subsequent requests for degree plan changes require the proper paperwork be filed and approved by the procedures of the program and then submitted to the graduate school for approval.	The student's academic committee is both their doctoral committee and dissertation committee. It is the expectation of the distributed offering to maintain the same committee members, when possible, throughout the entire program. This committee will review all academic work.
	The LT program as required may change a student's academic committee.

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[3] If a student has been admitted provisionally, then a degree plan cannot be filed until the provisional requirements are completed and the student is considered unconditionally admitted.
[4] After admissions and before the filing of the degree plan, students will work with their academic advisor to submit a tools waiver form.

If a change in the student's academic committee is required before the portfolio examination, the student's major professor can submit a change in committee using the approved procedures of the program. Students have the opportunity to reform their committee after the portfolio examination and before the dissertation committee is constituted. See Dissertation for more details.	Degree plan changes as a result of transition plans or other circumstances require the proper paperwork be filed and approved by the procedures of the program and then submitted to the graduate school for approval.
Minor or Cognate (Residential) A minor or cognate may be included in the degree plan for residency students. Minor (12 hours) - [outside of department] - A minor may be included in the degree plan. Six of the hours can be taken from within the topics category, but the remaining six hours are in addition to the required hours for the degree. - A professor in the minor area outside of the department must be designated to participate on the student's advisory committee. - Courses in a minor are taken outside of the department. Cognate (12 hours) - [within department] - A cognate can be taken within the ATPI Ph.D. Program in the Department of Learning Technologies. - Six of the hours can be taken from the topic category for focus in the student's selected cognate area, but the remaining six hours are in addition to the required hours of the degree.	**Minor or Cognate (Distributed)** Not available.
Tools Requirement (Residential) Competency in a tools subject is required for the Doctor of Philosophy Degree, and must be demonstrated prior to taking the qualifying examinations. For students with a Masters Degree in Learning Technologies, the Tool Subject requirement is automatically met through the prior degree. The student should meet with his or her academic advisor regarding the status of tool courses on their degree plan.	**Tools Requirement (Distributed)** Competency in a tools subject is required for the Doctor of Philosophy degree, and must be demonstrated prior to taking the qualifying examinations. For students with a Masters Degree in Learning Technologies, the Tool Subject requirement is automatically met through the prior degree. The student should meet with his or her academic advisor regarding the status of tool courses on their degree plan.

UNT Residency Requirements (Residential)	**UNT Residency Requirements (Distributed)**
Students in the residential offerings have two options for meeting the requirement: 1. Complete two consecutive long terms/semesters (fall/spring, spring/summer, summer/fall) with a minimum of 9 graduate hours each long semester taken for a total of 18 hours. 2. Complete 18 hours over the course of three long semesters (1 year). The residency requirement must be meet to complete the degree.	Students in the distributed offering meet this requirement by taking 18 hours over the course of the year and by attending the mandatory annual meeting each summer. An Academic Review Committee will review students unable to maintain this requirement.
Leave of Absence (Residential)	**Leave of Absence (Distributed)**
Leave of absence applies to students admitted to the doctoral degree who wish to discontinue work toward the degree for a specified period of time due to exigent circumstances. A leave of absence may be granted by the academic program, which then notifies the Graduate School. If the student has begun the dissertation and is under the continuous enrollment requirement, a waiver of continuous enrollment must also be requested and approved by the Graduate School. Degree requirements and graduation must be completed within the appropriate time limit for completion of the degree. Students needing a leave of absence should notify their major professor and appropriate doctoral student supervisor and file the appropriate paperwork. One Year Stop Clock Students in the residential offering have the one time option to stop the 8-year timer for degree completion. Students should contact the appropriate doctoral student supervisor concerning this issue when needed. *One Year* Residential students who will not be taking courses for more than two semesters can file a leave of absence for one year to avoid being removed from the program for being inactive.	Leave of absence applies to students admitted to the doctoral degree who wish to discontinue work toward the degree for a specified period of time due to exigent circumstances. A leave of absence may be granted by the academic program, which then notifies the Graduate School. If the student has begun the dissertation and is under the continuous enrollment requirement, a waiver of continuous enrollment must also be requested and approved by the Graduate School. Degree requirements and graduation must be completed within the appropriate time limit for completion of the degree. Students needing a leave of absence should notify their major professor and appropriate doctoral student supervisor and file the appropriate paperwork. One Year Stop Clock Students in the distributed offering have the one time option to stop the 8-year timer for degree completion. Students should contact the appropriate doctoral student supervisor concerning this issue when needed. 1-3 Semesters For distributed students, it is expected that students will be enrolled each regular semester (fall, spring, and summer). A doctoral student who does not enroll in any approved course work or dissertation credits during a regular

If a student is not enrolled in courses for over one year without approval, the student will be removed from the doctoral program. Students can renew the leave of absence if required, but should keep in mind the time limit for completion of the degree. The granting of a Leave of Absence within the program does not stop the 8-year time limit for the completion of all work associated with the Ph.D., starting with the date that credit is earned on the first Doctoral course.	semester must provide written notice and receive *advanced* approval from his or her major professor and the program. Otherwise, an Academic Review Committee will be called. If the student misses two regular semesters in sequence without approval, the student will be removed from the doctoral program. A leave of absence can be filed for one to three semesters (a year) in duration and can be refilled if needed. Students should note that they must complete the degree within eight years. Students that take a leave of absence must submit a transition plan (see below) before their resumption of course work that describes how the student will transition back into their existing cohort or transition into a later cohort in order for them to complete the doctoral degree program. Students can renew the leave of absence if required, but should keep in mind the time limit for completion of the degree. The granting of a Leave of Absence within the program does not stop the 8-year time limit for the completion of all work associated with the Ph.D., starting with the date that credit is earned on the first Doctoral course.
Active and Inactive Status (Residential) Students maintain active status in the program when they are enrolled with no gap greater than two semesters. Students become inactive, when they have not enrolled in courses for 1 year. Students who have filed a leave of absence and wish to return to "Active Status" after a period of inactivity may petition the program to change back to active status.	**Active and Inactive Status (Distributed)** Students maintain active status in the program when they are enrolled with no gap greater than two semesters. Students become inactive, when they have not enrolled in courses for 1 year. Students who have filed a leave of absence and have an approved transition plan will be returned to "Active Status".
Transition Plan (Residential) No formal transition plan. Students meet with their major professor and file a change of degree plan.	**Transition Plan (Distributed)** A transition plan describers in detail the changes required to the student's current degree plan in order to either a) catch up to their current cohort or b) transition back into a following cohort in order to complete the degree program. It must be submitted before returning to active course work after an absence.

Withdrawal (Residential)	Withdrawal (Distributed)
Students who intend to withdraw from the program should provide written notification indicating their intent to withdraw to their major professor, the appropriate doctoral student supervisor, and the Dean of the Graduate School. Students who withdraw from the doctoral program will receive no refund for tuition or fees from previous semesters. Any refunds during the current semester are determined by UNT policy.	Students who intend to withdraw from the program should provide written notification indicating their intent to withdraw to their major professor, the appropriate doctoral student supervisor, and the Dean of the Graduate School. Students who withdraw from the doctoral program will receive no refund for tuition or fees from previous semesters. Any refunds during the current semester are determined by UNT policy.
Portfolio Examination and Oral Examination in lieu of Qualifying Exam (Residential) See Admissions to Candidacy for additional details. During or after the final semester of course work, the student may apply for their portfolio examination with their advising committee. The examination takes place in two stages: Stage 1: Submission of the portfolio Stage 2: Oral Examination **Portfolio Examination** The portfolio will be finalized and submitted 10 days prior to the scheduled oral examination. The portfolio should reflect work that shows that the student has mastered the content in the degree plan and that demonstrates that they are ready to move into the dissertation stage of their degree work. The student portfolio consists of materials arranged within the portfolio rubric. The advising committee will review the submitted materials and recommend a) that additional work is required or b) that the oral examination may proceed. **Oral Examination** The doctoral student will meet with their advising committee for a oral examination conducted by the committee.	**Portfolio Examination and Oral Examination in lieu of Qualifying Exam (Distributed)** See Admissions to Candidacy for additional details. During the last semester of course work, the student must present his/her portfolio to the advising committee. The examination takes place in two stages: Stage 1: Submission of the portfolio Stage 2: Oral Examination **Portfolio Examination** The portfolio will be finalized and submitted 10 days prior to the scheduled oral examination. The portfolio should reflect work that shows that the student has mastered the content in the degree plan and that demonstrates that they are ready to move into the dissertation stage of their degree work. The student' portfolio consists of materials arranged within the portfolio rubric. The advising committee will review the submitted materials and recommend a) that additional work is required or b) that the oral examination may proceed. **Oral Examination** The doctoral student will meet with their advising committee for a oral examination conducted by the committee.

Upon completion of the portfolio examination and oral examination, the committee will determine whether the portfolio is acceptable and if the student has the skill level to leave the coursework stage and advance to the dissertation stage of the doctoral program.

The student must successfully pass both their portfolio and oral examination before being eligible to start dissertation hours. Students are admitted to candidacy for the doctoral degree by the graduate dean upon successful completion of the qualifying examination and other requirements.

If the student is unsuccessful in their portfolio defense, then the student will take feedback from the committee and work with the major professor(s) to make necessary changes and present again in the future for reexamination.

If the student fails the portfolio defense twice, an Academic Review Committee will be called to review the situation.

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If the student fails the portfolio defense twice, an Academic Review Committee will be called to review the situation.

Dissertation Committee (Residential)
Upon successful completion of the portfolio, the doctoral candidate will form their dissertation committee.

The committee should consist of at least three and no more than five faculty members who hold graduate level faculty status at the University of North Texas.

The student may choose to reform their committee using faculty different from their academic/advising committee. In many cases, the major professor will continue to serve as the student's dissertation advisor. However, students may make a change in advisors once coursework is completed if the student determines that another faculty member has more congruent research interests.

Students should inform faculty of any changes in committee and work with the appropriate advisor/supervisor to file paperwork.

Dissertation Committee (Distributed)
For distributed students, it is expected that their academic committee becomes their dissertation committee.

Changes to dissertation committees will be made, as required by the program faculty, in keeping with the accelerated nature of the PhD offering and the needs of students and faculty.

The student will work with their major advisor to complete the dissertation committee paperwork prior to their dissertation proposal defense.

Once the dissertation committee is assembled; the student will work with the committee to file the dissertation committee paperwork as part of the dissertation proposal defense. The form is available on the departments' web site. The paperwork will be reviewed and approved by the student's dissertation chair(s) and the appropriate doctoral student supervisor or program coordinator before being submitted to the Graduate School.	

Dissertation Topic (Residential)

A dissertation is required of all candidates for the doctorate.

The dissertation represents the final step towards earning a Doctoral degree.

The dissertation demonstrates the following:
1. Documents the student's ability to conduct independent research.
2. Documents the student's contribution to the field.
3. Documents the quality and method of the research and how it was performed.

The following points should be used to guide dissertation research. If each point is not met, the dissertation will be judged inappropriate for dissertation research. The dissertation should:
1. follow a rigorous comprehensive process of research and investigation;
2. contribute original research to the broad fields of learning technology; and
3. support, refute, or contribute new knowledge to existing research in the broad fields of learning technology.

Upon successful completion of the portfolio, the student will select a topic for the dissertation with the assistance of his or her committee. The committee chair(s) should approve the dissertation topic.

The dissertation is broken up into two stages. The first stage is the dissertation proposal, which is a provisional document on the way to the second stage, the final dissertation. The

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1. follow a rigorous comprehensive process of research and investigation;
2. contribute original research to the broad fields of learning technology; and
3. support, refute, or contribute new knowledge to existing research in the broad fields of learning technology.

The student will provide a dissertation topic abstract and framework/outline for their committee to review and provide feedback on during their third annual summer meeting at the start of the last year of course work.

The proposed time frame to file paperwork, conduct research, do data analysis, and writing in the distributed offering is ten months or less (August – May), if the student plans on

emphasis in the proposal should be focused on mapping instead of creating. The proposal is a roadmap that shows your committee that you can complete the dissertation in the time frame required.

The time frame that the student chooses to complete the dissertation research within is up to the student and the committee to agree on.

defending their final dissertation a year after the proposal. Students in the distributed offering should keep that in mind during their dissertation topic development.

The student will work with their co-major professors and committee over the following six months to refine the topic and prepare for the dissertation proposal writing course that is held during the spring semester of the last year of course work.

The dissertation is broken up into two stages. The first stage is the dissertation proposal, which is a provisional document on the way to the second stage the final dissertation. The emphasis on the proposal should be focused on mapping instead of creating. The proposal is a roadmap that shows your committee that you can complete the dissertation in the time frame required.

Dissertation Proposal (Residential)
After the approval of the dissertation topic by the committee chair(s), the student develops the preliminary dissertation proposal (Chapters 1-3).

When the student is ready to defend the dissertation proposal the student must submit the proposal for review to the dissertation committee no later than 10 working days before the dissertation proposal review meeting.

The student must have the approval of their committee no later than 10 working days to hold the dissertation proposal defense. This form is available on the department's web site.

Students should discuss with the chair(s) the process of obtaining signatures for the form. With the assistance of chair(s), the student will schedule at least a one-hour meeting to go over the proposed topic and respond to the questions of the dissertation committee. If the dissertation committee approves the topic, the student may begin work on the dissertation.

If the student fails the proposal defense, the

Dissertation Proposal (Distributed)
The draft dissertation proposal (Chapter 1-3) is created as part of the dissertation preparation course taken during the spring semester of the last year of course work.

The course is a Pass/No Pass course. The student's academic committee provides the final grade in the course upon review of the draft dissertation proposal. The passing of the course assures that the student can defend their proposal during the summer meeting and provide their oral defense.

If the student does not pass the course in the spring semester, the student will take a special topics course in the summer to allow them to continue to refine the proposal before the annual meeting. Working with their major professor, the student can make corrections and if the draft proposal passes the committees review before the annual meeting, then the student may defend the proposal at the annual meeting.

The student will repeat the special topics course until such time as they can get approval of the draft dissertation proposal.

If the student is unable to pass the dissertation

student will take the feedback of the committee and redevelop the proposal. The student can then request a new proposal defense at a later time using the same scheduled as discussed above. If a student fails the dissertation proposal defense twice, an Academic Review Committee will be held to review the student's continuation in the program. Students may elect to change dissertation topics with the permission of the dissertation chair(s). If a change in topic is made, the student will need to write-up the new topic, present it to the dissertation committee and receive approval for the change prior to engaging in any research.	proposal draft within three semesters, an Academic Review Committee will be held to review the status of the student in the degree program. The student must provide the program and their committee with the final version of the dissertation proposal no later than 10 working days before the annual meeting start date. The paperwork for scheduling the dissertation proposal defense will be filed by the program. The student will prepare for a one-hour meeting to go over the proposed topic and respond to the questions of the dissertation committee during the annual meeting. If the dissertation committee approves the topic, the student may begin work on the dissertation. If the student fails the proposal defense, the student will take the feedback of the committee and redevelop the proposal. The student can then request a new proposal defense at a later time. If a student fails the dissertation proposal defense twice, an Academic Review Committee will be held to review the student's continuation in the program. Students may elect to change dissertation topics with the permission of the dissertation chair(s). If a change in topic is made, the student will need to write-up the new topic, present it to the dissertation committee and receive approval for the change prior to engaging in any research.
Institutional Review Board (Residential) Prior to engaging in any dissertation research, all doctoral students are required to receive approval from the Institutional Review Board (IRB). All students must work with their chair(s) to submit the necessary paperwork. No work toward the dissertation will be approved without prior approval of the IRB. See Appendix A regarding IRB and Student supported Research.	**Institutional Review Board (Distributed)** Prior to engaging in any dissertation research, all doctoral students are required to receive approval from the Institutional Review Board (IRB). All students must work with their chair(s) to submit the necessary paperwork. No work toward the dissertation will be approved without prior approval of the IRB. See Appendix A regarding IRB and Student supported Research.

Dissertation Hours (Residential)	**Dissertation Hours (Distributed)**
No more than 12 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated.	No more than 12 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated.
The purpose of CECS 6950 is to support the student's dissertation work from preparation to final defense. The course can be taken after the student has successfully defended their portfolio and oral exam with the approval of the faculty member supervising the 6950 course.	The purpose of CECS 6950 is to support the student's dissertation work from preparation to final defense. The course is taken as specified in the course sequence for the distributed offering.
The student is required to enroll for residential dissertation credit under the course number 6950 and must maintain continuous enrollment in a minimum of 3 semester hours of 6950 during each fall and spring term/semester until the dissertation has been accepted by the graduate dean. Maximum enrollment in 6950 is 9 hours in a fall or spring term/semester.	The student is required to enroll for distributed dissertation credit under the course number 6950 and must maintain continuous enrollment in a minimum of 3 semester hours of 6950 during each semester (fall, spring, and summer) until the graduate dean has accepted the dissertation. Maximum enrollment in 6950 is 9 hours in a fall or spring term/semester.
Dissertation registration in at least one summer session/term is required if the student is using university facilities and/or faculty time during that summer session/term or to graduate in August.	Doctoral students must maintain continuous enrollment subsequent to passing the portfolio examination for admission to candidacy.
Doctoral students must maintain continuous enrollment subsequent to passing the portfolio examination for admission to candidacy.	Grades of PR will be recorded at the end of each term/semester of enrollment until the dissertation is filed with the Toulouse Graduate School and approved by the graduate dean.
Grades of PR will be recorded at the end of each term/semester of enrollment until the dissertation is filed with the Toulouse Graduate School and approved by the graduate dean.	Failure to maintain continuous enrollment through the semester in which the defended dissertation is filed with the office of the graduate dean will either invalidate any previous dissertation credit or will result in the student's being dismissed from the degree program, unless granted an official leave of absence by the graduate dean in advance.
Failure to maintain continuous enrollment through the semester in which the defended dissertation is filed with the office of the graduate dean will either invalidate any previous dissertation credit or will result in the student's being dismissed from the degree program, unless granted an official leave of absence by the graduate dean in advance.	Strict adherence to the on-time filing deadlines for graduation is required or additional registration in 6950 may be necessary.
Strict adherence to the on-time filing deadlines for graduation is required or additional registration in 6950 may be necessary.	

Dissertation Defense (Residential)	Dissertation Defense (Distributed)
Upon successful completion of the dissertation proposal, students will work with their chair(s) and committee to complete the research approved in their proposal defense. When the chair(s) agree that the student is ready to defend their dissertation, the student must 　1. submit for review the final dissertation to their committee no later than 10 working days before the defense and 　2. have signed the dissertation defense request that the committee signs. This form is available on the department's web site. Students should discuss with the chair(s) the process of obtaining signatures for the form. With the assistance of chair(s), the student will schedule a two-hour meeting to go over the dissertation and respond to the questions of the dissertation committee. The committee can accept, accept with revision, ask for revision and another presentation, or reject the dissertation presented. Additional paperwork provided by the Graduate school will be handled by the chair(s) as to the outcome of the dissertation presentation.	Upon successful completion of the dissertation proposal, students will work with their chair(s) and committee to complete the research approved in their proposal defense. If the chair(s) agree that the student is ready to defend their dissertation, then the student will be scheduled during the annual meeting to defend their dissertation. Defenses scheduled between annual summer meetings will be handled on a case by case basis. The student is required to submit the final dissertation to their committee no later than 10 working days before the defense. If during the annual meeting 10 days before the first day of the annual meeting. The student should plan on presenting and oral defending their dissertation in a two-hour meeting with their dissertation committee. The committee can accept, accept with revision, ask for revision and another presentation, or reject the dissertation presented. Additional paperwork provided by the Graduate school will be handled by the chair(s) as to the outcome of the dissertation presentation.

Coursework

Course delivery is dependent on the aspect of the program the student is active in.

➢ Students in the residency offering have required face-to-face meetings at UNT based on the course.

➢ Students in the distributed offering have 100% online courses throughout the year combined with a yearly meeting of cohorts during the summer. Attendance at the summer annual meeting is mandatory for participation in the online distance delivered offering. It is planned that the annual meeting will be held in conjunction with the International Society for Technology in Education (ISTE) conference.

Core	15 hours	Courses include philosophy, theory, and synthesis of the relationship between theory and technology in learning technologies contexts. These courses provide a foundation for the doctoral program of studies
Topic	21 hours	Courses focus on understanding and exploring critical subjects in the field. These hours include coursework in advanced instructional systems design, theory and implementation in different areas of learning technologies, and focused special topics courses that include artificial intelligence, distributed learning systems, and others. Special topic courses are designed for students to work closely with faculty on research projects.
Research	12 hours	Courses include research methods and data management/analysis. These courses are designed to provide the foundation for investigating original research
Tools	9 hours	Tools courses are required to ensure students are current on the technologies used to develop media and learning technologies systems. If a student has a MS degree in an aligned degree area, the 9 hours of tools courses can be waived.
Dissertation	12 hours	Dissertation hours.
TOTAL HOURS		69 hours or 60 hours if tools courses are waived

1. A minor (12 hours) or cognate (6 hours) may be included in the degree plan for residential students (see above).
2. Courses or skills required for Leveling: CECS **5010**, **5020**.
3. 9 hours maximum from Independent Studies, Practicum or Internship may be counted toward the degree.

Core/Foundation Courses (15 hours)
- CECS **6000** Philosophy of Computing in Education
- CECS **6010** Theory of Instructional Technology
- CECS **6020** Advanced Instructional Design: Models and Strategies
- CECS **6030** Emerging Technologies in Education
- CECS **6100** Theory and Practice of Distance Education

Topics Courses (21 hours)
- CECS **6200** Message Design
- CECS **6210** Theory and Design of Interactive Multimedia
- CECS **6220** Theory of Educational Technology Implementation
- CECS **6230** Advanced Educational Production Design
- CECS **6320** Creating Technology-Based Learning Environments
- CECS **6400** Educational Technology Systems Design and Management

  Special Purpose Courses:
- CECS **6050** Practicum/Internship
- CECS **6800** Special Topics in Learning Technologies
- CECS **6900** Independent Study (3-9 hours)

Research Courses (12 hours)
- CECS **6511** Introduction to Research in Learning Technologies
- CECS **6512** Analysis of Qualitative Research in Learning Technologies
- CECS **6514** Seminar on Advanced Research Topics in Learning Technologies (3-9 hours)
- CECS **6510** Analysis of Research in Learning Technologies

Tool Courses (9 hours)

Dissertation (12 hours)
- CECS **6950** Dissertation

Tool Courses Waiver
Prior to the filing the degree plan, the student should meet with their academic advisor(s) to determine if tool course(s) can be waived. If they cannot be waived, then choosing which are the best courses to take based on the students background. If the advisor(s) determine that a waiver can be filed, they will assist the student in filing the waiver for review by the program as part of the degree plan process.

Tools courses are required to ensure students are current on the technologies and theories used to develop media, instructional design, and learning technologies systems throughout their doctoral studies. These tools are used in various doctoral courses and a student must be well versed in them in order to complete many of the assignments in the doctoral courses. If a student has a MS degree in an aligned degree area (educational technology, instructional technology, or learning technologies like the MS in Learning Technologies), the 9 hours of tools courses can be waived upon submission of information and materials that shows competency.

Course Rotation: *Residential*

Residential courses are provided on a two-year course rotation with the exception of the research courses (6511, 6512, 6510, and 6514), which are offered yearly. Courses are offered as supported by enrollments and may change as determined by the program.

Fall Yearly	6511 - Introduction to Research in Learning Technologies			
Fall Even Year	6010 - Theory of Instructional Technology	6030 - Emerging Technologies and Education	6230 - Advanced Educational Production Design	
Fall Odd Year	6000 - Philosophy of Computing in Education	6200 - Message Design in Education	6210 - Interactive Multimedia Theory and Design	*6400 Edu Tech Systems Design and Mgmt.*
Spring Yearly	6512 - Analysis of Qualitative Research in Learning Technologies			
Spring Even Year	6100 - Theory and Practice of Distributed Learning	6320 - Creating Technology-Based Learning Environments		
Spring Odd Year	6020 - Advanced Instructional Design: Models and Strategies	6220 - Theory of Educational Technology Implementation	6300 - Artificial Intelligence Applications	6600 - Developing Educational Funding Opportunities
Summer	6510 - Analysis of Research in Educational Computing	6514 - Seminar on Adv Reseach Topics (3-9 hours)		
Each Semester	Masters Tools Courses - lvl 5000 (as offered)			
Special	6950 - Dissertation	6800 - Special Topics in Learning Technologies	6900 - Independent Study (3-9 hours)	

Typical Degree Plan Hours

area	hours	courses
CORE	15	5
TOPIC	21	7
DISSERTATION	12	4
RESEARCH	12	4
TOOLS	9	3
	69	**23**

Course Rotation: *Distributed*

Distributed courses are offered in a specific sequence of course and events for each cohort. Courses are offered as supported by enrollments and may change as determined by the program.

area	hours	courses
CORE	15	5
TOPIC	21	7
DISSERTATION	12	4
RESEARCH	12	4
TOOLS	9	3
	69	**23**

Year	Event, Milestone	Coursework	Portfolio	Dissertation Pre-Proposal	Dissertation Proposal	Dissertation
Year 1	Coursework (Summer 10wk); Annual Meeting (June): Orientation & Advising; Degree Plan Review;					
	Coursework; Portfolio Development; Degree Plan Submission					
	Coursework; Portfolio Development					
Year 2	Coursework (Summer 10wk); Portfolio Development; Annual Meeting (June): Evaluation					
	Coursework; Portfolio Development					
	Coursework; Portfolio Development; Dissertation Pre-Proposal Start					
Year 3	Coursework (Summer 10wk); Portfolio Development; Submit Dissertation Pre-Proposal (June 1); Annual Meeting (June): Evaluation					
	Coursework; Complete Portfolio (Dec); Finalize and Approve Dissertation Pre-Proposal (Nov)					
	Coursework; Dissertation Proposal Creation (6800)					
Year 4	Coursework (Summer 10wk); Finalize Portfolio prior to Examination (May); Portfolio Examination (May/June); Annual Meeting (June): Dissertation Proposal Defense; Submit IRB (July)					
	Dissertation					
	Dissertation					
Year 5	Dissertation; Annual Meeting (June): Dissertation Defense;					
	Dissertation Submissions; Paperwork; Graduate Reader; etc Graduation					

Year	Semester	Hours	Course	Course
Year 1	Summer	6 hours	6000 - Philosophy of Computing in Education	5210 - Instructional Systems Design I
	Fall	6 hours	6010 - Theory of Instructional Technology	6511 - Introduction to Research in Learning Technologies
	Spring	6 hours	6020 - Advanced Instructional Design: Models and Strategies	6512 - Analysis of Qualitative Research in Learning Technologies
Year 2	Summer	6 hours	6510 - Analysis of Research in Educational Computing	tool course TBD by academic committee
	Fall	6 hours	6210 - Interactive Multimedia Theory and Design	*6400 (Edu Tech Systems Design and Mgmt.) or 6200 (Message Design in Education)*
	Spring	6 hours	6100 - Theory and Practice of Distributed Learning	6320 - Creating Technology-Based Learning Environments
Year 3	Summer	6 hours	6514 - Seminar on Advanced Research Topics in Learning Tech a) Scaling; b) Discourse Analysis, c) etc.	tool course TBD by academic committee
	Fall	6 hours	6030 - Emerging Technologies and Education	6230 - Advanced Educational Production Design
	Spring	6 hours	6220 - Theory of Educational Technology Implementation	6800 - Dissertation Prep
Year 4	Summer	3 hours	6800 (Dissertation Prep II; if the student has not passed the spring 6800 course) 6600 (Developing Educational Funding Opportunities) or 6300 (Artificial Intelligence Applications) *Must defend dissertation proposal by start of Fall semester or take another course to complete proposal*	
	Fall	3 hours	6950 Dissertation	---- *Optional Courses Available for Certificates*
	Spring	3 hours	6950 Dissertation	---- *Optional Courses Available*
Year 5	Summer	3 hours	6950 Dissertation	---- *Optional Courses Available*
	Fall	3 hours	6950 Dissertation	** Student Must defend by the Grad School Date or will be required to take additional 6950 until graduation*

Doctoral Portfolio

Part of becoming a member in a community of scholars is to develop appropriate professional norms and values. Students make a commitment to their professional development and intellectual growth in the process that will result in the student's **portfolio**. Students in the Learning Technologies Doctorate through study and reflection will:
- become acculturated in the values and norms of the profession
- develop increasing levels of professional independence and responsibility
- transition from student to colleague
- become involved in out-of-class interaction with faculty, fellow students and others on issues relevant to our field and your goals
- become considerably involved in professional activities of various kinds.

Doctoral students are encouraged to create a written portfolio plan under advisement with their major professor during their second semester. This plan should indicate activities completed, in progress or to be completed. Students are encouraged to complete activities throughout their enrollment. The following criteria should be considered in creating a portfolio plan:
- relevance to your professional goals
- quality of participation
- quantity of participation
- variety of participation and activities
- demonstration of initiative
- demonstration of collaboration
- demonstration of independence.

The ultimate outcome of the activities is the creation of the student's doctoral portfolio. The student's portfolio will then be reviewed before the oral examination to move to candidacy.

There are five primary categories of activities. The difference between a major and minor activity is the level of effort and time invested in completing that activity. For example, presenting or interning at a national conference is a major activity while simply attending a conference is a minor activity.

Research and Scholarship
- Author/co-author book review
- Contribute to a professional newsletter
- Conduct collaborative research with fellow students
- Conduct collaborative research with a faculty member
- Work as a research assistant
- Critique a colleague's research article draft
- Develop a grant proposal
- Produce a working paper for discussion
- Author/co-author a research article
- Author/co-author a practice article
- Present a paper at a state, regional, national, or international conference

Professional Service
- Edit a professional newsletter
- Serve in a graduate student organization
- Serve on a departmental, college, university, or professional committee
- Serve in a professional elected or appointed office

- Organize a professional conference
- Serve as chair/discussant at a professional meeting
- Serve as a journal field reviewer
- Organize an invited speaker session
- Organize study groups, seminars, forums, lecture series
- Develop a Web-based knowledge base

Teaching
- Work as a Teaching Assistant
- Teach a course
- Serve as a guest lecturer in a course
- Tutor fellow students
- Develop course instructional materials
- Develop instructional evaluation materials
- Proctor an exam
- Prepare instructional aids
- Serve as a mentor for junior students

Development, Consultation, and Project Management
- Serve as a director or associate director of a project
- Participate in a consultation activity
- Develop specifications and products for instructional applications (including course materials)
- Participate as a planner or instructional designer on a project
- Participate as an evaluator on a project
- Serve as a field test subject for the formative evaluation of an instructional project

General Professional Participation
- Serve as a research subject
- Attend professional colloquia and seminars
- Attend state professional meetings
- Attend regional, national, or international professional meetings
- Attend relevant professional presentations on campus
- Host visitors to campus
- Participate in a professional seminar
- Observe colleagues in an innovative or exemplary program participate in study group or professional network
- Initiate and lead a seminar with faculty participation

Please see Admission to Candidacy for more information on portfolio requirements.

Admission to Candidacy

Students are admitted to candidacy after the completion of all coursework and passing their Portfolio Qualifying Examination. The examination is designed to assess the student's ability to participate as a member of a community of scholars through research, publication, and presentation of scholarly work.

To be eligible to schedule the Portfolio Qualifying Examination, the student must have completed all coursework including the removal of all incomplete grades and also have meet the UNT residency requirement (see above). Students are expected to remove any incomplete grade within one year after receipt of the incomplete, but not later than 30 days after completion of the final semester of coursework.

The Portfolio Examination is scheduled in consultation with the student's major professor(s) as defined in the student's degree plan.

The portfolio defense has two parts: A.) a portfolio qualifying examination and B.) an oral presentation and defense.

Part I: Portfolio Qualifying Examination
The Portfolio Qualifying Examination consists of the analysis of the student's portfolio work that demonstrates research, scholarship, publication and creative activities. Students should begin assembling their portfolio immediately upon beginning coursework in the Ph.D. in Learning Technologies program.

The portfolio must be submitted to the student's major advisor, a minimum of ten days prior to the actual oral examination. Depending on the PhD offering, further deadlines may be set.

The portfolio should include a record of scholarly accomplishment in a variety of formats:
1. Scholarly Writing
    o The portfolio will include a selection of 6 quality, scholarly, papers. Most students will base some papers on work begun in coursework or research. There is an expectation that at least two of these articles will be publishable papers, capable of acceptance in appropriate journals. Scholarly papers beyond the minimum are considered additional verification of the student's scholarly potential and are highly recommended.
2. Presentations
    o The portfolio must show completion of at least two presentations at meetings of professional associations (at least one of which is a state, national or international conference). Selection as a result of a competitive process is highly recommended as an indicator of quality.
3. Technology-Based Creative Work
    o The portfolio will include two projects that demonstrate commercial quality, creative effort. These may be CBT training programs, research simulations, website development, software products, or similar creative works. Proof of involvement in ID/Design/production evolution phases is recommended.

The entire faculty reviews each portfolio. The student's Advisory Committee will perform the portfolio assessment. Results will be:
    o Pass (move on to next stage)
    o Table (follow suggestions for rewrite and/or update)
    o Fail (removed from program)

Part II: Oral Examination

The Oral Exam is designed to ensure that the student is prepared to develop a Dissertation Proposal and defend any questions concerning their Portfolio Qualifying Examination.

In preparing for the examination, the student should identify a general area in which they intend to develop a dissertation proposal, a timeline for proposal development and be prepared to defend their preparation in terms of adequate coursework foundation and preliminary research/reading in the field. The student will also submit a tentative timetable for completion of the proposal.

The committee will review the student's preparation and probe the student's knowledge of the field through oral examination. The committee can also ask questions concerning the student's Portfolio Qualifying Examination.

The results of this examination, which may include "pass" and "no-pass," may also include conditions that must be met (which may include additional coursework) prior to proceeding with the admittance to candidacy and commencement of the research proposal. Students should consider the need to pass the Oral Examination during the selection process of their courses and other academic activities in order to ensure that they align with their intended area of dissertation research.

Admission to Candidacy

Students are admitted to candidacy for the dissertation segment of the doctoral degree by the graduate dean upon successful completion of the examinations (portfolio and oral) and the successful completion of course work defined on the student's degree plan.

No dissertation course enrollment is permitted until this examination has been passed.

The Doctoral Dissertation

The dissertation is the documentation of the creation of new knowledge in Learning Technologies based on a theoretical foundation. There is no specific restriction on the research methodology to be used; the dissertation may be quantitative, qualitative or of mixed-method methodology. It may involve pure experimental, quasi-experimental, or descriptive designs.

It must meet each of the following criteria:
1. it must involve the creation of new knowledge
2. the knowledge created must contribute to the field
3. the research must proceed from a theoretical foundation
4. the research must be conducted using sound research methodology

The dissertation should be a natural extension from and conclusion to the coursework and other academic preparatory activities that come before it. .

Dissertation Proposal
After the successful completion of the Portfolio and Oral Examination, the next step is the Dissertation Proposal.

The basic steps are (be sure to consult your dissertation chair for additional input or changes):
1. Work with your chair and prepare your proposal.
2. When your chair finds your proposal acceptable, your chair will share your proposal with the committee for feedback.
3. Set a date for a proposal defense.
4. File the **signed paperwork** for the dissertation proposal. This paperwork has to be filed before your proposal defense.

After a successful dissertation proposal defense, the candidate can begin work on the dissertation. From this point on, the candidate must be continuously enrolled in dissertation credit (CECS **6950**) for a minimum of 3 semester hours (see above for specific details by PhD offering). Only 12 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated.

Dissertation
Working closely with the Dissertation Committee Major Professor(s), the candidate will set a schedule plan for completing the dissertation, including literature review, methodology and instrument development, data collection and analysis, and finally dissertation drafting.

Dissertation Defense
When the Dissertation Committee Major Professor(s) believes that the student is ready to defend his/her dissertation then additional **paperwork** is begun and the defense can be scheduled. Check with your major professor as to details and deadlines.

After the Successful Defense

Students should review the formatting and other paperwork and deadlines related to submitting the approved dissertation to the graduate school in order to be able to graduate and receive their degree.

Dissertation Manual and materials:
>   http://tsgs.unt.edu/academics/thesis-and-dissertations
>   http://tsgs.unt.edu/academics/thesis-and-dissertations/manual

In addition to submitting the finished and approved dissertation paperwork, students need to also plan to attend graduation ceremonies.

Contributions/Additional Information

UNT Office of Disability Accommodations (www.unt.edu/oda/)
UNT Toulouse School of Graduate Studies (tsgs.unt.edu/index.htm)

Appendix A – IRB and Student Supervised Research

An important part of the PhD in Learning Technologies is student performed, professor-supervised research activities. As such, it is important to understand how and when a student can develop and produce research for publication, presentation, and dissertation. The following materials are defined by the UNT policy on the Use of Human Subjects in Research (16.12.3.2). [5]

Research
Research is defined as a systematic investigation, including research development, testing and evaluation that are designed to develop or contribute knowledge. When objective research is data driven, it must provide reliable and generalizable knowledge or a high standard of credibility and trustworthiness that support quality transferability.

Research generally involves 1.) a methodology within a specific paradigm, 2.) a theoretical framework, 3.) a purpose for the research, 4.) questions to be examined, 5.) foundational materials to support the research, 6.) analysis, 7.) reporting results as defined by the method and study, and 8.) interpreting findings for presentation to the research community.

Research Not Involving Human Subjects
Research that does not involve human subjects does not require an IRB. There is much potential research that does not require the human or other living participants. However, being in the social sciences field, we tend to want to work with people.

Research involving Human Subjects
As such, research involving human subjects requires an institutional review board application (IRB) be approved for this research to be published outside of the academic course exercise.

Principal Investigator
The *Principal Investigator* (PI) on any IRB submission must be a full-time UNT faculty member or a full-time UNT staff member whose job responsibilities include conducting human subjects research. Investigators, as defined here, have the ultimate responsibility for the conduct of the research, the ethical performance of the research project, the protection of the rights and welfare of human subjects involved in research, and the strict adherence to any stipulations imposed by the IRB. The Investigator must ensure that all key personnel (including Student Investigators) for a research project are qualified, appropriately trained, and will adhere to the provisions of the approved protocol. Student theses and dissertations involving human subjects research must be conducted under the direction of a Supervising Investigator. An investigator, as defined here, is a UNT faculty member who supervises the Student Investigator during research.

As the data belongs to the primary investigator because it is captured under their name and supervision, publications or presentations resulting from research covered by an IRB must include active participation of the Supervising/Principal Investigator in its development and publication to ensure adherence to policy and standards. All resulting publications or presentations must also

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[5] For additional details refer to
https://policy.unt.edu/sites/default/files/untpolicy/16.12.3.2_Human%20Subject%20Research%20Policy.pdf

include the investigator as an author. Any publication or presentation that results from research must include direct participation of the supervising investigator in its development and publication to ensure adherence to policy and standards.

Key Personnel

Key personnel on an IRB are those individuals that need access to the research for their work effort. Usually, though not always, key personnel working on research in our program are students. Therefore, these students must be supervised at all times with regards to any research involved under the IRB by the *principal investigator*.

Student Class Projects and Assignments

Student class assignments are generally not considered systematic data collection efforts intended to develop or contribute to generalizable knowledge. Accordingly, such assignments do not meet the federal regulatory definition of research and therefore do not require an approved IRB application for data collection. However, without an IRB in place, the results may not be published and can only be used for class assignments. The course instructor is responsible for ensuring that the privacy and safety of human subjects involved in class assignment projects are protected.

When student class assignments are designed as systematic investigations to develop quality research that provides either generalizable knowledge or supports transferability for publication in an academic journal, they are defined as "research" and fall within the jurisdiction of the IRB. A faculty member may choose for their class to apply to the UNT Institutional Review Board and obtain approval for these assignments before any data is collected from human subjects.

Data or research conducted during a course cannot be used beyond the course unless the research is covered by an IRB and the Supervising/Principal Investigator is involved in the effort in order to adhere to the IRB policy and standards (see Principal Investigator above).

Notice of Doctoral Handbook Compliance

Major professors are required to review the doctoral handbook with students prior to filing the student's degree plan. Once reviewed, the student signs that they have read and understood the expectations of the program.

I, _____ , have read, understand, and agree to comply
               (Please Print)
with the guidelines set by the LT PhD program at the University of North Texas.

I understand that should I not follow the guidelines contained in the LT doctoral program handbook, I will be removed from the doctoral program. Additionally, I understand that the handbook is a living document that is updated annually and I will be responsible for accessing, reading and understanding these updates.

Student:

Date: _____

Name: _____

Student's Signature: _____

Student's Major Academic Professor:

Date: _____

Name: _____

Signature: _____

Program Coordinator:

Date: _____

Name: _____

Signature: _____