

Doctoral Handbook

Ph.D. in Learning Technologies

Department of Learning Technologies

College of Information

University of North Texas

Version: August 2023

The policies and procedures for the Learning Technologies doctoral program were written within the 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 in this handbook, please refer to the University of North Texas Graduate Catalog.

This handbook covers only the LT PhD program offerings and no other doctoral programs offered in the college or UNT. This manual is a living document that should be a tool for graduate students and faculty to use for success in the program. Upon admission into the program, students are encouraged to download and keep a copy. The many past and future contributions to the handbook provided by faculty, students, and alumni to this handbook are appreciated and valued.

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For additional information on the doctoral program not contained in this document, please contact the LT Doctoral [Program Director](#) or the [doctoral advising office](#).

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Overview

The doctoral degree in Learning Technologies is offered through the College of Information and the Toulouse School of Graduate Studies at The University of North Texas. The program of study leading to a doctoral degree reflects the multidisciplinary nature of the broad field of learning technologies. The program includes concepts and findings from the fields of cognitive science, educational research, educational technology, instructional design, human factors, information science, learning science, and psychology.

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 their 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. Department faculty have taught doctoral courses and supervised dissertations for more than 40 years, and three members were at the forefront of the field since its inception. 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 Ph.D. in Learning Technologies focuses on understanding and expanding the synergy of technology, instructional systems design, and learning theory. This program emphasizes the application of advanced technologies, including computers and information technologies, to educational and instructional environments in the public and private sectors. The program's core is the application of technologies within the learning process. Strong foundations in computing and information theory, cognitive science, learning theory, human development, leadership, and education tools distinguish this program from others.

Graduates of the program will:

- discover the relationship between human learning, technology intervention, and instructional practices, and
- develop experience in laboratory and field-based research, internships, and practicums, presenting papers at professional conferences, and disseminating research through prominent professional journals, the Internet, and other electronic media.

Doctoral courses are designed to engender a sense of curiosity in the students. Students are expected to engage in research and publish their efforts. Student research and publication are demonstrated in the doctoral portfolio (a.k.a., the qualifying exam). Each class requires the students to explore a topic related to the class and write the investigation results in a publishable format. Courses are designed to help students build their portfolios and prepare for their dissertations.

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

Program Vision

The program vision is to continue to be a leading US program in the various fields associated with learning technologies that prepare scholars for careers in educational, corporate, and academic environments through rigorous, collaborative, and technology-infused curricula. The program's core is the effective application of technologies within the learning process. The doctorate in Learning Technologies focuses on defining, understanding, and expanding the synergy of technology, learning theory, and instructional systems design. A successful doctoral candidate will demonstrate proficiency in both process and content areas. The term “process” refers to the skills and knowledge that graduates use while becoming contributing scholars and practitioners; content areas are the domain-specific knowledge and skills which form the foundation of our multi-faceted discipline.

Program Objectives

Process Competencies:

Synthesize Knowledge

The graduate will read and synthesize the literature related to their specific discipline, describe fundamental theories of human learning and the role of technology and apply knowledge of human learning and technology to solve practical problems in their discipline.

The graduate will demonstrate this competency by completing activities such as:

- Writing a critical literature review
- Writing a conference paper based on the standards of a state, regional or national conference
- Writing a grant proposal based on published grant guidelines
- Writing a journal article based on the publication guidelines for a state or national journal
- Writing a project report based on a research or development project
- Actively participate in the design and implementation of a course or a workshop

Create Knowledge

The graduate will describe common research methods in their discipline, read and evaluate educational research, and apply research findings to solve practical problems in their discipline. The graduate will demonstrate this competency by completing activities such as:

- Conducting a research project individually or collaboratively with peers or faculty
- Applying appropriate models to real-world projects
- Developing 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 their discipline through the design and delivery of effective learning and instructional activities (a) that integrate content, pedagogy, and technology, (b) that adapt instruction and support services to the needs of diverse learners, and (c) that assess learning outcomes and other forms of impact such as retention or productivity. The graduate will demonstrate this competency by completing activities such as:

- Presenting at a professional conference
- Presenting the results of an independent study project at an LT seminar
- Using inclusive and non-biased language in written and oral communication
- Discussing the application of instructional design models and procedures
- Developing 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 their discipline to the broader field of education, and critically evaluate theory and practice.

The graduate will demonstrate this competency by completing activities such as:

- Preparing a critical and reflective paper on scholarly topics in Learning Technologies
- Preparing a constructive critique of a research design
- Preparing a constructive critique of a current research or design theory in Learning Technologies
- Writing a reflective paper demonstrating a growth of understanding

Engage in Professional Development

By developing a personal digital portfolio for the qualifying exam, 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, sponsored by such organizations as AECT, AERA, AHRD, ISTE, and SITE.

Participate Actively in the Profession

The graduate will identify communities of practice within their discipline (such as AECT, AERA, AHRD, ISTE, ISPI, DSI, INFORMS, ASIST, iLRN, SITE, or others) and participate regularly within these communities.

The graduate will demonstrate competency through activities such as:

- Demonstrating understanding of and adherence to the discipline's professional code of ethics (e.g., cite sources, obey copyright law, follow human subject research protocols, respect individual and organizational rights)
- Presenting at a professional meeting
- Participating actively in state, regional, and national professional organizations
- Providing volunteer service to the community
- Conducting in-service workshops on educational technology

Content Competencies

These will be developed and demonstrated by such activities as:

- Describing the philosophical underpinnings of the use of learning technologies, including why people are interested in learning technologies and what might be accomplished by their use as well as intended and unintended changes that will occur by their use
- Examining the underlying philosophical approaches to learning and the paradigms which guide instructional design
- Describing how computing or other technologies are enabled in learning paradigms.
- Explaining the challenges and opportunities of implementing emerging technologies in educational environments with an emphasis on describing their use to meet educational needs and goals
- Explaining the principles linking instructional conditions and learning outcomes including motivation, perception, cognition, and attitude change
- Identifying the issues of successful technology implementation and the implications in educational environments using classic and contemporary research

- Describing the current and historical theory and practice of distance education including investigations into teaching and learning, systems design, instructional implementation, and providing an overview of major theorists
- Planning, developing, implementing, and evaluating distance educational systems in educational environments
- Identifying research and applications of multimedia computer technologies in interactive learning systems design and development
- Creating an instructional interactive presentation that utilizes interactive multimedia
- Designing and implementing educational multimedia and hypermedia products utilizing strategies from message design, human factors research, learning theory, and other theoretical and critical approaches
- Explaining the theoretical base of constructivist philosophy of learning and design or developing technology infused learning environments that keep students active, constructive, collaborative, intentional, complex, contextual, and reflective.
- Creating a distributable electronic product for constructivist learning environments including interface and media design, and an evaluation component
- Analyzing 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
- Explaining that the ideal grant is a match between the needs of an organization and the desires of a funding agency
- Writing effective grant proposals
- Analyzing 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 are 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. The major professor typically serves as the student's mentor. However, any graduate faculty can assist a student in this role. In addition, each student is assigned to an Associate Graduate Faculty (AGF) member who regularly contacts the student. Students engage a major professor to serve on their committee no later than the end of their second semester. The PhD Fall Meeting during the first semester is a good time to meet with and locate a major professor.

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 Ph.D. Program

There are two options, called offerings, for the LT Ph.D. program:

- Residential Offering
- Distributed Online Offering

Both doctoral program offerings offer the same basic coursework, and both 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, associate graduate faculty, committee, and other members of the graduate faculty. The doctoral program was designed to create synergy between the student and 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 examination, and dissertation requirements.

Residential 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 multiple times each semester during their course work.

Residential students are those who have been accepted into the residential LT Ph.D. program. Residential students are expected to attend on-campus doctoral level courses to fulfill their course work. Many on-campus LT doctoral courses are offered in the evening and as hybrid courses with occasional online meetings.

Students normally take three face-to-face courses each long semester (fall and spring).

Benefits include a flexible degree plan and study options and the ability to pursue a minor.

Distributed Online Offering

For students unable to regularly attend on-campus courses, a distributed option is available with courses offered online that include *synchronous class meetings* delivered using web-based tools like Teams and Zoom. Expect to have weekly class meetings ranging from 90 minutes to 3 hours, depending on the course and content. In addition, to meet the [state residency requirement](#), all students must attend an annual face-to-face meeting with the location to be decided.

Distributed students are those accepted into the distributed LT Ph.D. program 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.

Students normally take two online courses each semester throughout the year (fall, spring, and summer).

Both Residential and Distributed

Beginning Fall 2022, all students entering the program are assigned an *Associate Graduate Faculty (AGF)* member. AGFs are distinguished professionals and scholars in the field who oversee the student's work toward his or her dissertation and may serve on dissertation committees.

Major Professors should be selected during the first year of coursework. Degree plans should also be finalized and filed during the first semester of coursework. Students will receive more information about selecting their Major Professor and creating a degree plan during the first annual meeting.

Students are **required** to attend an annual face-to-face [residency meeting](#) in the fall semester.

Degree Program Details by Offering

Students are expected to secure a copy of the [graduate catalog](#). They are responsible for following all the rules and regulations of the University of North Texas and the expectations and policies as outlined in this document.

This section of the handbook outlines the expectations, requirements, and policies of the LT Ph.D. program and each specific offering. Students are expected to make continuous progress toward the completion of the degree, including at least six hours of coursework in the fall and spring semesters the first three years and summer session during the first two. Once a student achieves doctoral candidacy and begins dissertation hours, they must be enrolled in each long semester (fall/spring), but summer is not required for continuous enrollment. If a student no longer meets the program's expectations, then an Academic Review Committee will conduct a review to determine the student's options for continuing in the program.

There are three exams during this four-stage process: (a) defending the portfolio, which also includes a discussion of dissertation plans, (b) defending the dissertation proposal, which commits the student to a specific research methodology, and (c) defending the dissertation itself.

Academic Review Committee (ARC)

An Academic Review Committee (ARC) may be convened to discuss students having significant academic or compliance problems. The ARC consists of the student's Major Professor, the Doctoral Program Director, and additional faculty member(s) appointed to the review committee by the Program Director. After the review, the committee may:

- Dismiss the student permanently from the program
- Require additional coursework before 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, and that appeals process starts with the program director.

Doctoral Student Terminology

Doctoral Student

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

Doctoral Candidate

A student who has completed the required coursework and successfully defended the portfolio in lieu of qualifying exam becomes a doctoral candidate.

Doctoral Candidate (ABD)

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

Doctoral Graduate (PhD)

A student who successfully defends the dissertation and completes the required graduate school graduation paperwork earns a PhD and is a doctoral graduate.

Coursework (Residential)

Residential students are expected to take primarily doctoral-level campus-based courses to fulfill their program coursework.

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 residential 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 coursework or any 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).

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 can 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 coursework 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)

The approved doctoral degree plan is the official document that outlines the courses that a student must take to obtain the degree.

Upon unconditional³ acceptance into the doctoral program, the student, in consultation with their major professor, creates a doctoral committee (aka. academic committee). This committee reviews all academic work through the portfolio examination.

Degree plans are required to be filed before the end of the second semester of coursework. 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 work³.

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 must reflect the requirements of the degree hours required for the PhD program as well as meet the residency requirements (see below) for the student to gain approval from the graduate school upon completion of coursework. 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.

All subsequent requests for degree plan changes require the proper paperwork to be filed and approved by the program's procedures and then submitted to the graduate school for approval.

Degree Plan (Distributed)

The approved doctoral degree plan is the official document that outlines the courses that a student must take to obtain the degree sought. Distributed students receive their degree plans during the orientation of the first annual meeting. Degree plans for the distributed offering have limited options to support the program offerings.

Upon unconditional³ acceptance into the doctoral program, the student's degree plan will be filed with the graduate school. The degree plan reflects the expected course of studies minus any reduction in tools courses that were requested⁴ 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 work³.

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 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.

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. Students may ask for a major professor and committee members; however, faculty may decline.

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.

<p>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.</p> <p>Students could reform their committee after the portfolio examination and before the dissertation committee is constituted. See Dissertation for more details.</p>	<p>Degree plan changes because 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.</p>
<p>Minor (Residential) A minor or cognate may be included in the degree plan for residency students.</p> <p>Minor (12 hours) - [outside of department]</p> <ul style="list-style-type: none"> • 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. 	<p>Minor (Distributed) Not available and not required.</p>
<p>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. This design functions in lieu of the state language course requirement.</p> <p>For students with a master's degree in Learning Technologies, the Tools Subject requirement is automatically met through the prior degree.</p> <p>Students should meet with their academic advisor regarding degree plan tools courses to fill out the form.</p>	<p>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. This design functions in lieu of the state language course requirement.</p> <p>For students with a master's degree in Learning Technologies, the Tools Subject requirement is automatically met through the prior degree.</p> <p>Students should meet with their academic advisor regarding degree plan tools courses to fill out the form.</p>

<p>UNT Residency Requirements (Residential) Students in the residential offerings have two options for meeting the requirement:</p> <ol style="list-style-type: none"> 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). <p>The residency requirement must be met to complete the degree.</p>	<p>UNT Residency Requirements (Distributed) Students in the distributed offering meet this requirement by taking 18 hours each of the first two years <i>and</i> by attending the mandatory annual meeting each fall during the first three years of the program.</p> <p>An Academic Review Committee will review students unable to maintain this requirement.</p> <p>The residency requirement must be met to complete the degree.</p>
<p>Leave of Absence (Residential) 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</p> <p>Leave of absence applies to students admitted to the doctoral degree who wish to discontinue work toward the degree for a specified period due to exigent circumstances. A leave of absence may be granted by the academic program, which then notifies the Graduate School. Work with your AGF and major professor to complete this paperwork.</p> <p>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.</p> <p>Students needing a leave of absence should notify their major professor and appropriate doctoral student supervisor and file the appropriate paperwork. A leave of absence does NOT stop your 8-year completion timer with the state.</p>	<p>Leave of Absence (Distributed) Distributed 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</p> <p>Leave of absence applies to students admitted to the doctoral degree who wish to discontinue work toward the degree for a specified period due to exigent circumstances. A leave of absence may be granted by the academic program, which then notifies the Graduate School. Work with your AGF and major professor to complete this paperwork.</p> <p>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.</p> <p>Students needing a leave of absence must notify their major professor and AGF to file paperwork. Contact Lily Sloan for TGS documentation. A leave of absence does NOT stop your 8-year completion timer with the state.</p>

One Year Stop Clock

In addition to the LOA, 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. This option requires separate paperwork.

One Year Stop Clock

Beyond the LOA, 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. This option requires separate paperwork.

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.

Granting a Leave of Absence within the program does not stop the 8-year time limit for the completion of all work associated with the PhD, starting with the date that credit is earned on the first Doctoral course.

For distributed students, it is expected that students will be enrolled each regular semester (i.e., fall, spring, and summer). A doctoral student who does not enroll in any approved course work or dissertation credits during a regular semester must provide written notice and receive *advanced* approval from their 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 (one calendar year) in duration and can be filed again if needed, though this does not stop the clock again. 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 coursework that describes how the student will transition back into their existing cohort or transition into a later cohort 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.

Granting a Leave of Absence within the program does not stop the 8-year time limit for the completion of all work associated with the PhD, starting with the date that credit is earned on the first Doctoral course.

<p>Active and Inactive Status (Residential) Students maintain active status in the program when they are enrolled with no gap greater than two semesters.</p> <p>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.</p>	<p>Active and Inactive Status (Distributed) Students maintain active status in the program when they are enrolled with no gap greater than two semesters.</p> <p>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.”</p>
<p>Transition Plan (Residential) No formal transition plan. Instead, students meet with their major professor and file a change of degree plan as needed.</p>	<p>Transition Plan (Distributed) A transition plan details changes required to the student’s current degree plan to either a) catch up to their current cohort or b) transition back into a following cohort to complete the degree program. It must be submitted before returning to active coursework after an absence.</p>
<p>Withdrawal (Residential) 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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

Portfolio Examination and Oral Examination in lieu of Qualifying Exam (Residential)

See Admissions to Candidacy for additional details. During the final semester of coursework, the student may apply for their portfolio examination with their committee. Students must be enrolled to defend their portfolio.

The examination takes place in two stages:

Stage 1: Submission of the portfolio
Stage 2: Oral Examination

Portfolio Examination

The portfolio will be submitted to the committee *10 days prior* to an examination with required application [paperwork filed](#).

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.

Portfolio Examination and Oral Examination in lieu of Qualifying Exam (Distributed)

See Admissions to Candidacy for additional details. During the final semester (fall/spring) of coursework, the student must present their portfolio to their committee. Students must be enrolled to defend their portfolio.

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 with required application [paperwork filed](#).

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 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.

<p>Oral Examination</p> <p>The doctoral student will meet with their advising committee for an oral examination. 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.</p> <p><i>The student must successfully pass both their portfolio and oral examination before being eligible to start dissertation hours.</i></p> <p>Students are admitted to candidacy for the doctoral degree by the graduate dean upon successful completion of the qualifying examination and other requirements.</p> <p>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.</p> <p>If the student fails the portfolio defense twice, an Academic Review Committee will be called.</p>	<p>Oral Examination</p> <p>The doctoral student will meet with their advising committee for an oral examination. 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.</p> <p><i>The student must successfully pass both their portfolio and oral examination before being eligible to start dissertation hours.</i></p> <p>Students are admitted to candidacy for the doctoral degree by the graduate dean upon successful completion of the qualifying examination and other requirements.</p> <p>If the student is unsuccessful in their portfolio defense, then the student will take feedback from their committee and work with their major professor to make necessary changes and present again in the future for reexamination.</p> <p>If the student fails the portfolio defense twice, an Academic Review Committee will be called to review the situation.</p>
<p>Dissertation Committee (Residential)</p> <p>Upon successful completion of the portfolio, the doctoral candidate will form the dissertation committee.</p> <p>The committee should consist of at least three and no more than five faculty members who hold graduate level faculty status at UNT.</p> <p>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.</p> <p>Students should inform the faculty of any changes in committee and work with appropriate advisor/supervisor on paperwork.</p>	<p>Dissertation Committee (Distributed)</p> <p>For distributed students, it is expected that their academic committee becomes their dissertation committee, although this can be changed.</p> <p>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.</p> <p>The student will work with their major advisor to complete the dissertation committee paperwork prior to their dissertation proposal defense.</p>

<p>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.</p> <p>The form is available on the departments' website. 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.</p>	
<p>Dissertation Topic (Residential) A dissertation is required of all candidates for the doctorate. The dissertation represents the final step towards earning a Doctoral degree.</p> <p>The dissertation demonstrates the following:</p> <ol style="list-style-type: none"> 1. Documents the student's ability to conduct independent research. 2. Documents the student's contribution. 3. Documents the quality and method of the research and how it was performed. <p>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:</p> <ol style="list-style-type: none"> 1. follow a rigorous, comprehensive process of research and investigation 2. contribute original research to the broad fields of learning technology 3. support, refute, or contribute new knowledge to existing research in the broad fields of learning technology <p>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.</p> <p>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.</p>	<p>Dissertation Topic (Distributed) A dissertation is required of all candidates for the doctorate. The dissertation represents the final step towards earning a Doctoral degree.</p> <p>The dissertation demonstrates the following:</p> <ol style="list-style-type: none"> 1. Documents the student's ability to conduct independent research. 2. Documents the student's contribution. 3. Documents the quality and method of the research and how it was performed. <p>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:</p> <ol style="list-style-type: none"> 1. follow a rigorous comprehensive process of research and investigation 2. contribute original research to the broad fields of learning technology 3. support, refute, or contribute new knowledge to existing research in the broad fields of learning technology <p>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.</p> <p>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</p>

<p>The 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.</p> <p>The time frame that the student chooses to complete the dissertation research within is upon the student and the committee to agree.</p>	<p>defending their final dissertation taking place around one year after the proposal defense. Students in the distributed offering should keep that in mind during their dissertation topic development. This schedule is not required, or may be adjusted based on the student's situation</p> <p>The student will work with their 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 or summer semester of the last year of course work.</p> <p>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 shows your committee that you can complete the dissertation in the time frame required.</p>
<p>Dissertation Proposal (Residential) After the approval of the dissertation topic by the committee chair(s), the student develops the preliminary dissertation proposal (commonly includes Chapters 1-3).</p> <p>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 <i>10 working days</i> before the dissertation proposal review.</p> <p>The student must have the approval of their committee no later than <i>10 working days</i> to hold the dissertation proposal defense. This form is available on the department's website.</p> <p>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.</p>	<p>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.</p> <p>Students should discuss with the chair(s) the process of obtaining signatures for the proposal form.</p> <p>If the student does not pass the course in the spring semester, the student will take a Special Problems course (LTEC 6900) in the summer to allow them to continue to refine the proposal before the annual meeting.</p> <p>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 fall meeting and provide their oral defense.</p> <p>The student will repeat the Special Problems course until such time as they are approved for the draft dissertation proposal.</p>

<p>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 later using the same scheduled as discussed above.</p> <p>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.</p> <p>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.</p>	<p>If the student is unable to pass the dissertation proposal draft within three semesters, an Academic Review Committee will be held to review the status of the student in the degree program.</p> <p>The student must provide the program and their committee with the final version of the dissertation proposal no later than <i>10 working days</i> before the annual meeting start date.</p> <p>The paperwork for scheduling the dissertation proposal defense will be filed by the program.</p> <p>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 dissertation planning. Please note that changes to the research design may result from committee feedback during the proposal defense. Even if the proposal is approached, students should expect to make changes to their study and document to align with recommendations from their committee.</p> <p>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 later.</p> <p>If a student fails the dissertation proposal defense twice, an Academic Review Committee will review the student's program continuation.</p> <p>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.</p>
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Institutional Review Board (Residential)

Prior to engaging in any dissertation research or other studies, all doctoral students are required to receive approval from the [Institutional Review Board](#) (IRB). All students work with their chair(s) to submit the paperwork. No work toward the dissertation will be approved without IRB approval. See Appendix A regarding IRB and Student supported Research.

Institutional Review Board (Distributed)

Prior to engaging in any dissertation research or other studies, all doctoral students are required to receive approval from the [Institutional Review Board](#) (IRB). All students work with their chair(s) to submit the paperwork. No work toward the dissertation will be approved without IRB approval. See Appendix A regarding IRB and Student supported Research.

Dissertation Hours (Residential)

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 LTEC 6950 is to support the student's dissertation work from preparation to final defense. LTEC 6950 can only be taken after the Portfolio defense is successfully completed. The course can be taken after the student has successfully defended their portfolio and oral exam with the approval of the supervising faculty member.

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.

Dissertation registration in at least one summer session/term is required if the student is using UNT facilities and/or faculty time during that summer session/term or August graduation.

Doctoral students must maintain continuous enrollment after 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 when the grade converts to an A.

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.

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.

The purpose of LTEC 6950 is to support the student's dissertation work from preparation to final defense. LTEC 6950 can only be taken after the Portfolio defense is successfully completed. The course is taken with your major professor and should follow the plan specified in the course sequence for the distributed offering.

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 LTEC 6950 is 9 hours in any fall or spring term/semester.

Dissertation registration in at least one summer session/term is required if the student is using UNT facilities and/or faculty time during that summer session/term or August graduation.

Doctoral students must maintain continuous enrollment after 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 when the grade converts to an A.

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.

Dissertation Defense (Residential)

Upon successful completion of the dissertation proposal, students will work with their chair and committee to complete the research approved in their proposal defense.

When the chair agrees 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 the process of obtaining signatures for the form. With the assistance of the chair, 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 as to the outcome of the dissertation presentation.

Dissertation Defense (Distributed)

Upon successful completion of the dissertation proposal, students will work with their chair and committee to complete the research approved in their proposal defense.

If the chair agrees that the student is ready to defend their dissertation, then the student will be scheduled during the annual meeting to defend their dissertation.

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 as to the outcome of the dissertation presentation.

See the [Toulouse Graduate School's Complete manual](#) when planning the dissertation. A typical dissertation reports a single investigation typically in five chapters: Introduction, Literature Review, Methodology, Findings, and Conclusion.

It also possible to complete a manuscript style dissertation that contains 3 papers published or submitted for publication along with an introduction and concluding chapter.

Consult the [Toulouse Graduate School Manual](#) for details on accomplishing such a dissertation, which must be approved at the dissertation proposal stage by the candidate's committee.

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 multi-day, yearly multi-day meeting of cohorts during the fall, usually in September or October. Attendance at the annual meeting is mandatory for participation in the distributed offering.

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	15 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	18 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 intended 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, some, or all the 9 hours of tools courses can be waived based on the recommendation of the major professor's review. See guidelines on tool courses and waivers.
Dissertation	12 hours	Dissertation hours – only allowed upon successful passing the qualifying exam (i.e., successfully defending the portfolio).
<i>TOTAL HOURS</i>	69 hours OR 60 hours if all tools courses are waived	

1. A minor (12 hours) may be included in the degree plan for residential students (see above).
2. 9 hours maximum from Independent Studies, Practicum or Internship may be counted toward the degree.

Core/Foundation Courses (15 hours)

- LTEC 6000: Philosophy of Computing in Education
- LTEC 6010: Theory of Instructional Technology
- LTEC 6020: Advanced Instructional Design: Models and Strategies
- LTEC 6030: Emerging Technologies in Education
- LTEC 6040: Theory and Practice of Distance Education

Topics Courses (18 hours)

- LTEC 6121: Leadership Development in Applied Technology and Training
- LTEC 6200: Message Design
- LTEC 6210: Theory and Design of Interactive Multimedia
- LTEC 6220: Theory of Educational Technology Implementation
- LTEC 6230: Advanced Educational Production Design
- LTEC 6240: Artificial Intelligence Applications
- LTEC 6250: Learning Technology Systems Design and Management
- LTEC 6260: Creating Technology Based Learning Environments
- LTEC 6270: Developing Funding Opportunities in Learning Technologies
- LTEC 6310: Digital Game-based Learning

Special Purpose Courses

- LTEC 6700 Practicum, field problem, or internship
- LTEC 6701 Practicum, field problem, or internship
- LTEC 6800 Special Topics in Learning Technologies
- LTEC 6900 Special Problems – Independent study and research
- LTEC 6910 Special Problems – Independent study and research

Research Courses (15 hours)

- LTEC 6500 Intro to Quantitative Research in LTEC
- LTEC 6510 Introduction to Research in Learning Technologies
- LTEC 6511 Analysis of Research in Learning Technologies
- LTEC 6512 Analysis of Qualitative Research in Learning Technologies
- LTEC 6480 Dissertation Prep (required final course)
- *Advanced Research (Choose One)*
 - LTEC 6514 Advanced Research: Foundation of Data Science & Learning Analytics
 - LTEC 6515 Advanced Research: Scaling Methods
 - LTEC 6516 Advanced Research: Computer Mediated Discourse Analysis
 - LTEC 6280 Educational Technology Project and Program Evaluation

Dissertation (12 hours)

- LTEC 6950 Dissertation

Tool Courses and Waivers

- 9 hours – Optional depending on qualifying for waivers

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 to complete many of the assignments in the doctoral courses. If a student has a MS degree in an aligned degree area (e.g., 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. Guidance on tool course waivers is in Appendix B. Prior to filing the degree plan, the student should meet with their major professor to determine if one or more tool courses can be waived. The decision to waive one or more tool courses is up to the advisor following the guidelines below. If they cannot be waived, then the advisor helps the student to choose which are the best courses to take based on the student's background.

Doctoral Work Goals and Outcomes

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 contribute to the student's portfolio in lieu of qualifying exam. Through study and reflection, students in the Learning Technologies Doctoral program should achieve the following:

- 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.

As evidence of reaching these goals, doctoral students will 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 are included in the [review rubric](#) and 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.

These activities will contribute to the creation of the student's doctoral portfolio. The student's portfolio will then be reviewed before the qualifying oral examination to move to candidacy.

Professional Activity Types

There are five primary categories of activities that contribute to your professional development during the program. 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 the [Admission to Candidacy](#) section for more information on portfolio requirements.

Admission to Candidacy

Students are admitted to candidacy after the successful 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 be in their final semester of coursework or have completed all coursework including the removal of all incomplete grades and have met 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, which concludes with a discussion of dissertation plans.

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. Professional Overview
2. Curriculum Vitae
3. Scholarly Writing
 - 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.
4. Presentations
 - 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 results from a competitive process is highly recommended as an indicator of quality.
5. Technology-Based Creative Work
 - The portfolio will include two projects that demonstrate commercial quality, creative effort. These may be online training programs, research simulations, website development, software products, or similar creative works. Proof of involvement in ID/Design/production evolution phases is recommended.

The student's committee will perform the portfolio assessment. Results will be:

- **Pass** (move on to next stage)
- **Table** (follow suggestions for rewrite and/or update)
- **Fail** (removed from program after second failure to pass the defense)

Part II: Oral Examination

The Oral Exam (Portfolio Defense) 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 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 (i.e., 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 may also be comprised of at least three papers published or in press. One of the three can be submitted but not yet accepted for publication in refereed academic journals or reference works with an accompanying introduction and overview and a concluding reflections and recommendations for further study. The candidate must be first author on at least one of the three papers and a co-author on all three, and at least one of the three papers should be a quantitative or qualitative study. See the [Toulouse Graduate School Manual](#) for further guidance.

The dissertation 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 must 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 credits (LTEC 6950) for a minimum of 3 semester credit hours. Only 12 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated. After becoming a Ph.D. candidate, the student should apply for graduation as that will generate the Toulouse Oral Defense Form that is required at least two weeks prior to defending the dissertation.

Dissertation

Working closely with the Dissertation Committee Major Professor, 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 their dissertation then additional paperwork is begun and the defense can be scheduled. **This involves the student applying for graduation from the student's my.unt.edu page, and the oral defense form is then generated.** You must bring this form to your dissertation defense. 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 to be able to graduate and receive their degree.

[UNT Toulouse Thesis and Dissertation Manual](#)

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

Additional UNT Information

[UNT Office of Disability Accommodations](#)

[UNT Toulouse School of Graduate Studies](#)

Appendix

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, such as documents reviews and analyzes. However, being in the social sciences field, we tend to want to work with people. Some studies involving people use existing and secondary data sources. In those cases, IRB approval is still required, and the studies will probably be deemed exempt from review by the IRB.

Research involving Human Subjects

As such, research involving human subjects requires an institutional review board (IRB) application system from UNT be approved for this research to be published outside of the academic course exercise. In cases where the data are collected at another institution, IRB may also be required by that institution.

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 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.

⁵ For additional details refer to the [UNT VP of Research materials](#)

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 always supervised 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 to adhere to the IRB policy and standards (see Principal Investigator above).

Appendix B: Tools Course Guidance

5210 – Instructional Systems Design I

The purpose of this course is to ensure that the student learns and practices the process of instructional design using basic principles from the widely used instructional models.

To receive a waiver for this course, a student must either have received a passing grade in a comparable course taken at another institution, or be able to explain the following:

- How to analyze learner and instructor needs regarding a designed course, curriculum, or training
- How to design a course including the creation of measurable learning objectives and performance criteria
- One or more processes for the design and development of instructional course materials (e.g., ADDIE, ASSURE, Backwards Design, other)
- The value and use of visual, audio, and other media forms in the creation of course materials
- How to create an implementation plan for a course, curriculum, set of instructional units, or professional training
- How to develop an evaluation plan to ensure that the learning and instructional outcomes align to a course of study's intended goals, objectives, activities, and performance outcomes
- The role of the instructional designer in communicating effectively with subject matter experts and clients during a course design and development process

5220 – Multimedia and Instructional Design

The purpose of this course is to ensure that the student learns the principles of various aspects of digital multimedia and can apply those principles when building effective web-based multimedia modules.

To receive a waiver for this course, a student must either have received a passing grade in a comparable course taken at another institution, or be able to do the following:

- Define multimedia as currently used in digital-based education and training.
- Describe the theories related to effective multimedia production and usage.
- Describe the accepted procedures and standards for managing multimedia projects.
- Build and present an effective module of instruction using digital multimedia that includes optimized computer images and audio.

5420 – Web Authoring

The purpose of this is course is to ensure that the student has the knowledge and skills to construct effective web pages.

To receive a waiver for this course, a student must either have received a passing grade in a comparable course taken at another institution, or do the following:

- Explain the basic principles of effective web design, including
 - Typefaces
 - Colors
 - Images
 - Navigation
 - Load time
 - Simplicity
 - Consistency
 - Visual balance and proportion, grid-based layout, F-pattern design
- Discuss the importance of Web accessibility
- Demonstrate an understanding of basic interactive JavaScript elements
- Present two responsive web projects of multiple pages, each designed and built by the student using Dreamweaver and/or other HTML tools.

Appendix C: Doctoral Residency Requirement: Texas Administrative Code and Department Policy

The following is the Texas code governing our doctoral program regarding on-campus residency expectations:

[Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, §5.46](#)

(8) On-Campus Residency Expectations.

(A) Institutions which offer doctoral degrees must provide through each doctoral program:

- (i) significant, sustained, and regular interaction between faculty and students and among students themselves;
- (ii) opportunities to access and engage in depth a wide variety of educational resources related to the degree program and associated fields;
- (iii) opportunities for significant exchange of knowledge with the academic community;
- (iv) opportunities to broaden educational and cultural perspectives; and
- (v) opportunities to mentor and evaluate students in depth.

(B) Institutions are traditionally expected to meet these provisions through substantial on-campus residency requirements. Proposals to meet them in other, non-traditional ways (e.g., to enable distant delivery of a doctoral program) must provide persuasive and thorough documentation as to how each provision would be met and evaluated for the particular program and its students. Delivery of doctoral programs through distance education and/or off-campus instruction requires prior approval of the Board as specified in §4.261(3) of this title (relating to Standards and Criteria for Distance Education Programs).

The following is from the distributed program policy that describes the annual meeting requirement to meet the state law. It reads as follows:

Department of Learning Technologies Residency Requirement

The Texas state residency requirements are met through the yearly meetings and students taking the assigned course work of approximately 18 hours each year. This meeting includes information about program requirements, guidance on how to work with a committee and faculty mentor, degree plan finalization and submission, and a review of the development of a research focus. These meetings will emphasize research, progress on the student's portfolio, in-depth meetings with faculty committees, and building a community of scholarship among students. During the dissertation stage, residency meetings will focus on timeline, research outcomes, and ensuring the students make progress towards graduation. The meetings will last four days, with each day being approximately eight hours in duration for a total of 40 hours each year and an overall program total of 160 hours of in-person engagement across the predicted program duration.

Appendix D: 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 University of North Texas LT PhD program.

I understand that should I not follow the guidelines contained in the LT doctoral program handbook that 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: _____