INSTRUCTIONAL TECHNOLOGY ED.D.

Degree: Doctor of Education
https://www.towson.edu/coe/departments/edtech/grad/instructiontech/

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The Doctor of Education (Ed.D.) degree in Instructional Technology will review applications twice per year, May 1 and November 1. The Ed.D. is based upon the understanding of education settings (schools and beyond) as learning communities immersed in a world of technology within which students are nurtured and challenged to meet the high expectations established for them; community leaders are engaged in these communities to support them; and teachers, supervisors and administrators must take the lead in integrating technology into these communities through continuous professional development. Thus, the program focuses on the development of instructional technology expertise to meet the present and future needs of technology integration in instruction across the educational spectrum. This program is approved to be offered fully online.

The objectives of the Ed.D. in Instructional Technology are to:

- Develop knowledge and skills in the theory, foundation and philosophy to employ instructional technology in a wide range of educational practice.
- Provide advanced skills and abilities for teachers and trainers who are innovative change agents for integrating technology into education and human resource development organizations.
- Acquire advanced skills in research, assessment and evaluation strategies in the applications of technology in education and training environments.
- Provide experiences for employing technology effectively in pre-K through 16 learning environments to promote reform and enhance learning.
- Develop knowledge, skills and abilities for teaching via online and digital environments to create and ensure high-quality and effective learning communities.
- Create skilled and highly capable professionals who are able to lead educational organizations to make effective decisions about the appropriate uses of technology in learning and teaching.

For additional program information, please refer to the Ed.D. Policy Handbook.

Admission Requirements

- Successful completion of a master's degree in instructional technology or related field from a regionally accredited college or university**.
- An overall GPA of 3.00 or above for undergraduate degree work is required. Graduate work should be at a GPA level of 3.75, though GPAs as low as 3.40 can be considered.
- For international students, a TOEFL score of 600 or above is required.
- Interview may be required upon the request of the Admissions Committee of the Instructional Technology faculty.

Please complete the online application (http://www.towson.edu/academics/graduate/admissions/apply), including the following:

- Letter of intent describing professional goals in seeking the degree, areas of interest/specialization and why the candidate sees the program as a good fit for him/her.
- GRE general scores in analytic, quantitative and verbal areas.
- Letters of recommendation from two professionals, including one from a professional familiar with the academic work of the candidate. Only letters on organizational letterhead will be accepted.
- Academic writing sample (APA style)
- Digital learning sample (https://www.towson.edu/coe/departments/edtech/grad/instructiontech/admission/sample.html) and reflection paper that demonstrates the integration of technology into the applicant's field of expertise (such as instruction or training)

Application materials are reviewed by the admission committee using a competitive review process. In reviewing applications, the committee will seek evidence of prerequisite knowledge in the following areas:

- Instructional design, educational psychology, research design and statistics.
- Students who do not have this prerequisite knowledge may be asked to complete one credit-directed reading activity to improve background knowledge and help prepare for doctoral course work.

A limited number of students are accepted into the doctoral program each year in order to maintain a low student-to-faculty ratio. Application materials must be submitted in full by the following deadlines for consideration of acceptance for fall and spring terms:

- Fall admission: May 1
- Spring admission: November 1

Non-immigrant International Students

Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements (https://www.towson.edu/academics/graduate/admissions/international/programs-complying/j1-f1-regulations.html), and contact the International Student and Scholars Office (https://www.towson.edu/academics/international/issso) with questions.

Admission Procedures: See additional information regarding Graduate Admission policies (https://www.towson.edu/academics/graduate/admissions/policies.html) and International Graduate Application (https://www.towson.edu/academics/graduate/admissions/international) online.

**See Exceptions to Policy in Graduate Admissions (https://www.towson.edu/academics/graduate/admissions/policies.html).

Degree Requirements

The doctoral program requires 63 graduate units beyond the master's degree. Course work in the program includes 15 units in the program core, 9 units in research methodology, 18 units of specialization elective course work (see recommendations (https://www.towson.edu/coe/departments/edtech/grad/instructiontech/specializations.html)), 9 units of doctoral seminar and 12 units of dissertation research.

After completing all course work and prior to beginning the dissertation, students must pass a comprehensive written exam and/or submit a
portfolio based upon the core courses and one specialization area. Upon passing/approval, students will be admitted to the dissertation sequence.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ISTC 700</td>
<td>ASSESSMENT IN INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
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<tr>
<td>ISTC 707</td>
<td>LEARNING ENVIRONMENTS IN A DIGITAL AGE</td>
<td>3</td>
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<tr>
<td>ISTC 709</td>
<td>LEGAL AND ETHICAL ISSUES IN INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
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<tr>
<td>ISTC 711</td>
<td>INNOVATION, CHANGE AND ORGANIZATIONAL STRUCTURES</td>
<td>3</td>
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<td>ISTC 741</td>
<td>RESEARCH FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY</td>
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**Research Methodology Courses**

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<td>EDUC 789</td>
<td>RESEARCH METHODS, DESIGN, AND ANALYSIS</td>
<td>3</td>
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<tr>
<td>EDUC 790</td>
<td>ADVANCED MEASUREMENTS AND STATISTICS IN EDUCATION</td>
<td>3</td>
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<tr>
<td>EDUC 791</td>
<td>ADVANCED QUALITATIVE RESEARCH METHODS</td>
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**Seminars and Internship**

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<td>ISTC 780</td>
<td>SEMINAR I: INVESTIGATING AND EVALUATING RESEARCH IN INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
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<td>ISTC 782</td>
<td>INVESTIGATING AND EVALUATING RESEARCH IN ISTC II</td>
<td>3</td>
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<td>ISTC 797</td>
<td>GRADUATE INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY</td>
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**Dissertation Research**

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<tr>
<td>ISTC 998</td>
<td>INSTRUCTIONAL TECHNOLOGY DISSERTATION</td>
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**Specialization/Elective Courses**

Selection of elective courses must be made with the advice and approval of the student's doctoral adviser. All elective units may be in instructional technology. With prior permission, 12 units may be taken outside the College of Education. All elective course work must be at the 600 level or higher. With approval, courses completed as part of a Towson University C.A.S. program may be applied as part of the specialization.

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Total Units: 63

1 See recommendations (https://www.towson.edu/coe/departments/edtech/grad/instructiontech/specializations.html) for Specialization/Elective Courses.

1. Students will develop the ability to implement instructional technology in a wide range of educational settings, based on their knowledge of the theory, foundation and philosophy of the discipline, as well as their skills in synthesizing such information.
2. Students will enhance their skills and abilities for integrating technology into education and human resource development organizations.
3. Students will acquire advanced skills in research, assessments, and evaluation strategies in the applications of technology in education and training environments.
4. Students will, through experience, improve their ability to employ technology effectively in Pre-K through 16 learning environments in order to promote reform and enhance learning.
5. Students will become highly skilled and capable professionals who are able to lead educational organizations into making effective decisions about the appropriate uses of technology in learning and teaching.