

# INSTRUCTIONAL TECHNOLOGY PH.D.

Degree: Doctor of Philosophy (Ph.D.)

<https://www.towson.edu/coe/departments/learning-technologies/grad/instructiontech/>

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The Doctor of Philosophy (Ph.D.) degree 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 available to be taken fully online or face-to-face, with courses offered in synchronous and asynchronous formats.

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

- Demonstrate knowledge of learning theory and pedagogy for meaningful design, creation, and integration of technology in diverse learning and training environments.
- Demonstrate knowledge and skills as leaders to serve as innovative change agents in teaching, learning, and performance environments.
- Commit to current professional ethics and creating culturally inclusive environments.
- Demonstrate advanced research, assessment, and evaluation skills to investigate technology's role and design in understanding and enhancing learning and improving performance.
- Apply educational technologies to achieve and establish just and equitable educational learning opportunities.

## Requirements

### Admission Requirements

Application deadlines and a full listing of materials required for admission can be found on the website.

### 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 elective course work, 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 electives. Upon passing/approval, students will be admitted to the dissertation sequence.

Code	Title	Units
<b>Required Courses</b>		
ISTC 700	ASSESSMENT IN INSTRUCTIONAL TECHNOLOGY	3
ISTC 707	LEARNING ENVIRONMENTS IN A DIGITAL AGE	3
ISTC 709	LEGAL AND ETHICAL ISSUES IN INSTRUCTIONAL TECHNOLOGY	3
ISTC 711	INNOVATION, CHANGE AND ORGANIZATIONAL STRUCTURES	3
ISTC 741	RESEARCH FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY	3
<b>Research Methodology Courses</b>		
EDUC 789	RESEARCH METHODS, DESIGN, AND ANALYSIS	3
EDUC 790	ADVANCED MEASUREMENTS AND STATISTICS IN EDUCATION	3
EDUC 791	ADVANCED QUALITATIVE RESEARCH METHODS	3
<b>Seminars and Internship</b>		
ISTC 780	SEMINAR I: INVESTIGATING AND EVALUATING RESEARCH IN INSTRUCTIONAL TECHNOLOGY	3
ISTC 782	INVESTIGATING AND EVALUATING RESEARCH IN ISTC II	3
ISTC 797	GRADUATE INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY	3
<b>Dissertation Research</b>		
ISTC 998	INSTRUCTIONAL TECHNOLOGY DISSERTATION	12
<b>Elective Courses</b>		
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.		18
<b>Total Units</b>		<b>63</b>

## Learning Outcomes

Graduates of the Ph.D. Program in Instructional Technology will be expected to achieve the following learning outcomes:

1. Demonstrate knowledge of learning theory and pedagogy for meaningful design, creation, and integration of technology in diverse learning and training environments.
2. Demonstrate knowledge and skills as leaders to serve as innovative change agents in teaching, learning, and performance environments.
3. Demonstrate commitment to current professional ethics and creating culturally inclusive environments.
4. Demonstrate advanced skills in research, assessment, and evaluation to investigate the role and design of technology in understanding and enhancing learning and improving performance.
5. Apply educational technologies to achieve and establish just and equitable educational learning opportunities.