Doctoral Handbook
Learning, Design, & Technology
Fall 2019

Welcome

To the doctoral programs of Learning, Design, and Technology in the College of Education at the University of Wyoming. We are excited to have you as colleagues in our programs and look forward to collaborating with you in the future. This handbook is intended to be a general orientation to your program. It provides resources that will help you navigate your graduate experience. Frequently refer to this guide as you progress through your program.

Your Advisor

As students enter the doctoral program they are assigned a faculty advisor. The faculty advisor will help each student get started in the program until a chair has been identified. The chair will then work with the student to identify a committee, formalize a program of study, and complete a dissertation or project.

Ed.D. & Ph.D. Defined

Graduate study in Higher Education Administration at the University of Wyoming aims to provide a balance between theory and practice. Attention is directed toward the union of learning that is required by circumstances and learning that enriches life. These nationally recognized graduate programs in Higher Education Administration offer courses of study that prepare individuals to work in diverse areas. Two types of doctoral programs are offered. Each is distinguished on several levels. The following sections describe some of these distinctions.

EdD

The EdD (terminal professional degree in education) is designed for practitioners who desire to improve their practice as educators and leaders. The EdD is especially appropriate for those who intend to work as administrators, instructional leaders, directors, and in related practitioner positions. The student's graduate committee approves degree requirements and course work. The writing of a problem-based dissertation or project is required and must be completed within four years of completing the preliminary exam.

PhD

The PhD prepares students for careers of scholarly inquiry and teaching in higher education. The program consists of (1) continuous research or inquiry, (2) courses and professional

experiences in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with a chair and faculty committee to select courses, topics of research and inquiry, and teaching experiences. Successful PhD applicants typically have high aptitude for research and inquiry. PhD students have a one-semester residency requirement involving research and teaching, must take 12 hours of advanced research courses, 12 hours of dissertation credits, and 9 hours of college core courses.

Residency Requirements

EdD
EdD students are required to complete a residency requirement that consists of two spring meetings. Each meeting lasts one day and is conducted at the University of Wyoming, Laramie campus. Students typically attend the first meeting near the conclusion of their first year in the program. Students usually attend the second spring residency after completion of coursework. Topics for the two meetings include selecting a dissertation chair, committee members, choosing a research topic, developing a dissertation proposal, writing an IRB proposal, and other relevant aspects of the program.

PhD
PhD students in the College of Education are required to complete a one semester residency, with experiences in teaching and research designed in consultation with their chair. Please see the guidelines on the College of Education website. PhD students are not required (but are welcome) to attend the two spring residency meetings described above for EdD students.

Program Requirements

EdD Program
The EdD program requires students to successfully complete 81 credit hours. Beginning Spring Spring 2019, we welcome students to take up to six credits of required courses (two courses), no exceptions, as a non-degree seeking student prior to admission. Any hours taken can be transferred into the program of study if the student is admitted within four years of taking the course. All courses are delivered either online or through a blended format.

PhD Program
The PhD program requires students to complete 81 credit hours. Beginning Spring Semester 2017, we welcome students to take up to six credits of required courses (two courses), no exceptions, as a non-degree seeking student prior to admission. Any hours can be transferred into the program of study if the student is admitted within four years of taking the course. Classes are delivered either on campus, online, or through blended format.

Events Timeline

While individual situations may vary, below is an approximate timeline for completing milestones in the program in order to fulfill a goal of completing the degree within four years.

Near end of 1st Year (after completing 3-4 classes): Select a chair and committee members. Complete and file Program of Study.

During the 3rd Year (after completing all coursework except EDRE 5660): Prepare for Preliminary Exam.

Near start of 4th Year (after completing preliminary exam): Defend Dissertation Proposal and obtain UW IRB approval.

Near end of 4th Year: Defend dissertation and graduate with the degree.

The University of Wyoming requires that students seeking doctoral degrees complete their degree within eight years of entrance (since Fall 2016) and four years after completion of the preliminary exam. However, the doctoral programs in Learning, Design, and Technology are designed so that they may be completed within four years.

Retention & Dismissal Policies

Retention policies and procedures are based on the expectation that students who enroll in our programs are self-directed and academically motivated. We expect our students to have a scholarly curiosity about the field of Higher Education Administration and its implications for research and leadership practice.

A student's acceptance into any program does not guarantee fitness to remain in that program. The faculty members are responsible for assuring that only those students who continue to meet academic program standards and who make adequate yearly progress toward degree completion are allowed to continue. Faculty members seek to identify additional help that students may need to be successful.

Continuous Registration
All students are required to demonstrate annual academic progress. A component of this progress is that each student is expected to complete an average of at least 9 credit hours per year towards the program of study. Under some circumstances (e.g., work schedule, family situations, travel) a student may be unable to enroll in courses for a semester. During these times, the student should enroll in one credit hour of continuous registration. Continuous registration credit hours do not count towards course requirements but maintains active registration. If a student does not enroll in classes two consecutive semesters, his/her status

will be become inactive and the student will have to apply for readmission to the program in order to continue. In addition, students must be enrolled every fall and spring semester in order to keep a UW email address. Summer registration is not required.

Coursework
Students are expected to earn a minimum grade of B or S in each graduate-level course taken. Depending on course grades, a student will be (a) allowed to continue enrolling in coursework, (b) placed on a remediation plan, or (c) dismissed from the program.

Remediation Plan. If a student is making unsatisfactory progress in coursework (a grade of C or U in a graduate level course), the student must ask to meet with his/her faculty advisor to discuss the problem, review appropriate measures of correction, and establish a timeline for change.

Dismissal. The program defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course, two Cs, a cumulative GPA below 3.0, or failure to meet all requirements of a remediation plan. Any of these will result in program dismissal. If a student is dismissed for unsatisfactory performance, that student will not be allowed to enroll in the program's courses even as a non-degree seeking student.

Professional Organizations

One purpose of a doctoral program is to help students transition from a student role into a professional colleague role. Active participation in professional organizations can accelerate this process and help to form networks that span a career.

Several organizations emphasize Higher Education Administration, including:

- Association for the Advancement of Computing in Education (AACE)
- Association of Educational Communications and Technology (AECT)
- American Educational Research Association (AERA)
- Association for Talent Development (ATD)
- International Society for Performance Improvement (ISPI)
- International Society for Technology in Education (ISTE)
- International Visual Literacy Association (IVLA)
- Northern Rocky Mountain Educational Research Association (NRMERA)
- Professors of Instructional Design and Technology (PIDT)

We recommend that all doctoral students join at least one professional association. We also encourage students to attend and present at an annual conference.

Committee Formation & Program of Study

Committee
As a student progresses through coursework, he/she should identify a faculty member to serve as a chair. The chair should be someone whose research interests and work style are a good match for the student. Following the agreement of the faculty member to serve as chair, the student and the chair will work together to identify other potential committee members. It is the student's responsibility to contact each proposed committee member and invite him/her to serve. After proposed committee members all agree to serve, the student will work with the chair to complete the "Committee Assignment Form," gather required signatures, and submit the form to the office associate for Learning, Design, and Technology to be processed and recorded by the registrar's office.

Program of Study
After the committee form has been filed and accepted by the registrar's office, the student and chair will work together to develop the student's Program of Study. The Program of Study lists the courses that will be takes in order to meet program requirements, as well as courses that will be used from the master's program (up to 30 credit hours). The student may also solicit advice of committee members to select courses. The student will gather signatures from all of the committee members and submit the form to the office associate for Learning, Design, and Technology to be processed and recorded by the registrar's office.

Program Pillars

Learning, Design, and Technology programs build upon four pillars or foundations to help students become well-rounded professionals. These include educational foundations, learning and development, technological understanding, and research and scholarship.

Educational foundations focus on the socio-cultural analyses of education in the program. Foundations include the philosophical and historical perspectives that shape the field over time. They also include relevant theories and rationales that influence past and present research and inquiry.

Learning and development includes conceptual analyses of human development, learning theories, principles, practices, and/or models that apply to knowledge or skills acquisition.

Technological understanding involves the conceptual analyses of information access, technological skill, literacy, and/or procedures for use in the program.

Research and scholarship involve advanced work in research necessary for understanding, analyzing, and interpreting data and research design. This area also focuses on skills and expertise in conducting, synthesizing, and disseminating original research.

These pillars lay the foundation of the electronic portfolio, periodic assessments, and professional development.

Electronic Portfolio

Until the preliminary exam has been successfully defended, students will develop an electronic portfolio in Google sites or a similar application. Several online tutorials exist to help students use these tools. The purposes of the electronic portfolio are threefold: 1) to promote reflection, inquiry, and professional development, 2) to facilitate accountability and assessment, and 3) to implement program reform and revision through your feedback. The following sections describe the development and the content of the eportfolio.

Development of the ePortfolio

Professional development: With help from their advisor/chair each year, students should establish goals in the electronic portfolio and document progress towards their completion. Goals should align with the Learning, Design, and Technology program. As students take courses, engage in professional development, and progress through the program, they will collect evidence to document progress towards meeting these goals.

Because students in the program reside in many locations, electronic portfolios are also intended to help students form and sustain a community of learners. They will share and review each other's portfolios to identify goals and trajectories, provide guidance and support, and strengthen professional networks.

Accountability: Electronic portfolios will also be used programmatically to monitor student progress, provide guidance, and assess performance. Either the advisor/chair or committee will critique the portfolio each year throughout the degree program. During these sessions, faculty members will assess student progress in the program, goal attainment, and needed supports.

At the completion of core and content area courses, the committee will review the electronic portfolio as part of the preliminary exam to determine if students have sufficiently mastered program-specific content. Students with unsatisfactory portfolios may be asked to take corrective measures (determined by the committee).

Program Reform: Faculty members within the program will gain valuable insights and feedback from your electronic portfolio to improve course and program procedures.

EPortfolio Content

Although faculty members appreciate the uniqueness of portfolios to document goals, achievements, skills, and learning experiences, they require particular sections to facilitate programmatic and evaluative purposes. Barriers to creativity and self-expression can be overcome through presentation style, selected evidence, and personal reflection. The following sections are required to be part of the eportfolio.

Introduction

The introduction is the first page readers see when they access the eportfolio. Provide a brief introduction as well as a professional photograph. Use this page to concisely indicate career objectives and the degree being sought.

Next introduce the eportfolio. Highlight one or two major goals that were accomplished so far during the program and describe their personal and career influences. Indicate how the eportfolio demonstrates knowledge and skill to satisfy job searches, promotion requirements, or other professional objectives. The introduction should be concise; it should introduce, not supersede other sections.

Curriculum Vita

Include an up-to-date vita that highlights professional accomplishments and summarizes educational experiences. A curriculum vita includes the following:

- Professional address
- Education
- Honors and awards
- Certifications
- Research interests
- Professional experiences (including time frames and brief descriptions)
- Professional activities (e.g. publications, presentations, grants)
- Teaching experiences
- Professional service

Learning Philosophy

This section should briefly (within 2-4 pages) articulate the student's personal philosophy(ies) of education and learning. One way to construct a learning philosophy is to write down a list of professional beliefs, values, and attitudes as they relate to education and learning. These could be linked to learning theories and ways in which the theorists view education and learning. Students may agree or disagree; this becomes the foundation of a personal learning philosophy.

How does this philosophy manifest itself in the student's work and professional career? If this has been altered or changed during the course of the program indicate why and how it changed. Will these changes likely influence future work? If so, describe. Throughout the development of a learning philosophy, students should consider include the social and or political implications of their teaching philosophy. Do other professionals share these views?

Use appropriate references to support the learning philosophy. References should be professional and up-to-date. Use APA guidelines to cite sources and to create a reference list.

Course Timeline

Students should indicate a timeframe for completing all required courses by the first eportfolio review. This list may change as a committee and program of study are formed. List any courses taken prior to program admittance that were accepted to fulfill program requirements. Indicate the institution, year, and semester (or equivalent) they were completed.

The timeline should list all Fall, Spring, and Summer semesters between program admittance and expected graduation. Group semesters by year. Indicate within each semester what courses will be taken to complete program requirements.

Summary of Goals/Achievements

Goals and achievements make up the backbone of the eportfolio; all other documents draw support from the goals. Given their importance, students should develop goals in conjunction with their advisor or chair each year.

These goals should correspond to professional interests that caused the student to pursue a graduate degree. As a starting point, during the first semester, students could use documents that were submitted with their application to the program.

Documenting and reflecting upon the student's approach to achieve these goals will drive the eportfolio development throughout the program. These goals will also help the student identify experiences that align to their interests and drive their professional agenda.

Once a goal is attained, the student should concisely summarize how it was achieved. If it was not achieved, then provide an explanation and plans about continuing to pursue it. This section should be brief, about two paragraphs for each goal. Additional details for the goals will be provided in the next section.

Evidence of Goals/Achievements (Artifacts)

This section provides details regarding the extent to which the goals were accomplished. Students should create a separate page for each program pillar and a subpage for each goal within the pillar.

Documentation in this section should also provide an impetus for future goals. As students gain experience in the program pillars through courses, professional experiences, and research, what new questions arise? How might these questions be addressed? How might new goals be or accomplished? One purpose of the eportfolio is to help students prepare professionally. Documentation included in the eportfolio should clearly articulate knowledge and skills acquired through the program.

To help students show development and synthesize previous learning, this section should include artifacts and reflections that make up the core of evidence for professional skills and expertise.

Keep in mind that artifacts help students tell a story about their goals and accomplishments; they are not the story. Students must provide a reflective narrative about the mastery of the goals in each program pillar—using artifacts to support the assertions, highlight details, summarize claims, and provide evidence. Be sure to explain why each artifact was selected (it is

a required element), what was learned, if it was difficult or easy, how were perspectives or beliefs influenced, and other insights. Artifacts could include:

- Course papers and projects
- Pilot studies
- Case studies
- Applications/illustrations of learned concepts
- Professional certificates and credentials
- Course evaluation summaries
- Professional publications
- Professional presentations
- Awards and recognitions
- Reflections on work experiences
- Peer and self-evaluations
- Student work samples
- Lesson plans
- Grant applications

Be sure to select artifacts wisely as each should provide documentation of evidence related to the goals in each program pilar.

Personal Evaluation
This section should include a thoughtful reflection regarding performance during the previous year. Base it on identified goals and the ability to meet those goals. Be honest and direct as strengths and weaknesses are identified. Consider future needs in order to successfully achieve goals.

Program Evaluation
Similar to the personal evaluation, this section is meant to review the program's abilities to meet student goals and expectations. In what ways did programmatic elements help or hinder goal attainment? What strengths and weaknesses does the program have? What might faculty do to better support a student's professional development? Please be thoughtful and constructive.

Sample Eportfolio Goals

Educational Foundations

- Write a 3-5 page reflection paper (adhering to current APA guidelines) that describes how instructional design impacts the profession. Provide evidence of the design process in this work.
- With appropriate permission, conduct a front-end analysis of a problem facing an organization. Gather information to determine the causes of the problem and whether they can be reduced or eliminated with instruction. If the problem is instructional based,

determine the audience for instruction, possible needs, and tasks associated with the need. Develop instruction to address these tasks and reflect upon this work in a 2-page paper (adhering to current APA guidelines).

- With appropriate permission, identify a problem facing an organization and design, develop, and implement instruction to reduce or eliminate that problem. As part of this process, design a 1-2 hour lesson (including assessments), select or develop all resources needed to complete the lesson, obtain feedback on the implementation from members of the target audience, and revise the instruction based on feedback received. Write a 2-page reflection paper about the experience (adhering to current APA guidelines).
- In consultation with your advisor/chair, read two to three works deemed foundational to the field. Write a 3-5 page paper (adhering to current APA guidelines) that describes how these works shape current practice.

Learning and Development

- Write or revise your personal learning philosophy (3-5 pages). Support your claims with citations from relevant literature (adhering to current APA guidelines). Articulate how your philosophy is manifested in your profession. If your personal learning philosophy has changed from what you included in your eportfolio, rewrite it. Articulate how and why you changed your philosophy over time. Be sure to keep both philosophies in your eportfolio for reflection purposes.
- Identify 2-3 job postings that fit your professional interests. Write a 3-5 page paper that compares your preparation with the job expectations and highlights what you plan to work on over the next year to make yourself more marketable for similar positions.
- Distance education is evolving rapidly; tools and environments once dreamed of are now commonplace. Write a 3-5 page paper (adhering to current APA guidelines) describing how you will use distance tools to promote education. Include examples and utilize peer-reviewed sources to support your claims. If your views of distance education have changed during the program, articulate how and why they changed.

Technology Understanding

- Review others' eportfolios and write a 2-page paper (adhering to current APA guidelines) summarizing what you learned. What ideas did you gain? How might you incorporate them into your own professional development?
- Acquaint yourself with the University library. Complete an annotated bibliography in a reference management package (e.g., Zotero, RefWorks, EndNote) with a minimum of 15 peer-reviewed sources and 5 additional sources related to a research topic of interest. Identify what databases and search terms you used. Include a copy of your annotated bibliography in your eportfolio and write a brief reflection paper indicating what you learned about library research and your topic during the process.
- In a 3-5 page paper (adhering to current APA guidelines) define the term "technology" and trace the history of the definition in the field. Use sources to support your claims

and conclude your paper by creating your own definition and describing how it influences you professionally.
- Develop a multimedia resource and write a 2-page reflection paper describing how you adhered to principles of message and instructional design in the planning, development, and evaluation of your resource.
- Develop an online learning resource or environment. Write a 2-page reflection paper describing how you adhered to principles of community formation and instructional design during the planning, development, and evaluation of your resource.

Research and Scholarship

- Locate a peer-reviewed, professionally relevant research article on a topic of interest and write a detailed article critique. Summarize the main points of the article, identify key players associated with the study, and discuss the appropriateness of the research methods, literature review to establish a need for the study, adequacy of the findings, and relevance to the field.
- Write a literature review on a professionally appropriate topic of interest. Use at least ten peer-reviewed sources to support your claims.
- Get involved in a research project with either your advisor/chair or another program faculty member. Summarize and reflect upon your work in your eportfolio. Include timelines, milestones, work samples, and so forth to illustrate your work.
- Attend a regional or national conference. Summarize and reflect on the sessions that you attended and indicate how the experience influenced you professionally.
- Submit a proposal to a regional or national conference and write a reflection about how the experience influenced you professionally.
- Present at a regional or national conference. Include your presentation materials and write a reflection about how the experience influenced you professionally.

Preliminary Exam

When the student has completed all coursework except EDRE 5660, the student will work with his/her chair and committee to schedule the preliminary exam. The exam consists of two parts: a presentation of the eportfolio along with a written response to three to four questions and an oral defense of responses. The questions will be written by the committee and are related to the foundations of the field, current practices, scholarly research, and research methodologies. Student responses to each question should be between ten to twelve pages (excluding references) and should be written in accordance to current APA guidelines. The student will have one to two weeks (timing is a committee decision) to write responses to these questions. Following completion of the written exam, the student will schedule a committee meeting for the oral defense. The university allows a minimum of two weeks for the committee to evaluate the written exam; the student should schedule the meeting with ample time for the committee's review. After the oral defense, the committee will determine whether or not the student has passed the exam. If the student passes the exam, he/she will be admitted into candidacy and will have four years to complete and defend a dissertation. If the student has not passed, by

university guidelines, the student is allowed to retake the exam as early as the following semester.

While each student must take this exam independently, students are encouraged to think about and prepare for it well in advance. Seeking advice from a chair, committee, and faculty who teach research methods courses is encouraged. In addition, in preparation for the exam, students should review course syllabi and associated bibliographies, as these materials may provide an effective starting point. The following are additional ideas to consider:

Foundations

- Who are the key theorists in the field?
- How do their theories compare and contrast with each other?
- How do these theories influence practice?
- How do courses in your program of study fit together to make you a better professional?
- How does information from these courses intermix and combine to deepen your understanding of the field?

Current Practice

- How does the field influence your current profession?
- How does your profession influence the field?
- What are some advantages and limitations of program theories based on your work environment?

Scholarly Research

- What topic are you interested in studying for your dissertation?
- What facets of this broader topic are you interested in exploring in depth?
- What have other researchers said about these facets?
- How credible, relevant, accurate, and timely are these sources?
- What does previous research suggest about the state of the field?

Research Methods

- What are some potential research questions that you are interested in examining as part of your dissertation?
- What quantitative or qualitative methods best address these questions? What is your background/knowledge in the use of these methods?
- What are some advantages and disadvantages of using particular methods?
- Where are some potential research sites? Who might participate in your study? What are some selection criteria that you could use to recruit participants? What are some advantages and limitations of using these selection criteria? What benefits and risks might your participants face?
- Can you adequately examine your research questions at this site with these participants?
- How might your collected data help you to answer potential research questions?
- How might you analyze your data?

Students typically will have questions on the following topics:

1. literature review focused on a general topic of the student's interest and how it is linked to research in adult education/higher education administration
2. application of knowledge gained from doctoral coursework in adult education/higher education administration
3. research methodology to illustrate broad knowledge of various methods

Proposal Defense & IRB Proposal

Prior to beginning dissertation research, a student must defend a dissertation proposal before the committee. Generally, a proposal contains advanced drafts of the first three chapters of the dissertation (or a suitable document if the student will be completing an alternative project). These include an introductory chapter that introduces the topic, research questions, and significance of the study, a literature review, and a detailed methods chapter.

Students are expected to work closely with their chairs to develop the dissertation proposal. After the chair approves the proposal, the student will send it to the other committee members for their review and then schedule the proposal defense. As usual, the committee members should have at least two weeks to read the proposal prior to the defense. At the defense, committee members will likely ask the student to revise the proposal, ranging from minor to substantial changes. When the committee members approve the proposal, the student will work with the chair to develop a proposal to the Institutional Review Board for their approval to collect data from human subjects. (Some chairs recommend that the IRB proposal is shared with the committee prior to the proposal defense.) Only after IRB approval may the student begin data collection.

Institutional Review Board (IRB) Proposal
Before conducting research that involves human subjects, permission must be obtained from the Institutional Review Board at the University of Wyoming. Guidelines for obtaining approval are located at http://www.uwyo.edu/research/compliance/human-subjects/index.html. The Board meets monthly to review applications for human subjects research and to determine if participants and researchers will be effectively protected during data collection and dissemination of research.

Although IRB proposals are accepted at any time, they must be approved prior to any data collection. In general, review of materials can take 2 to 3 weeks before feedback and/or approval are provided. Additional time may be needed to make changes to the IRB proposal.

Prior to submitting an IRB proposal, students and faculty supervisors (chair, in this case) must have completed the online CITI training. CITI training must be updated every three years.

Dissertation and Finalizing the Degree Program

After the dissertation proposal has been approved and the student has also obtained IRB approval, data collection can begin. Students should be careful to follow procedures described in both the dissertation proposal and the IRB proposal. In addition, students should always keep the committee chair advised of progress. If any difficulties are encountered, such as unforeseen participant risks, procedures outside of the student's control that influence data collection, etc., these must be reported to the chair and, very likely, to the Institutional Review Board.

Students must allow adequate time to complete their dissertation research. Even though the committee chair and committee members desire that their students complete their work in an efficient and timely manner, the most important criterion for completion is submission of a high-quality dissertation. Students are expected to work closely with their chair on the dissertation; the chair is responsible for ensuring the quality of the dissertation and that the students follow university guidelines. In addition, students must be enrolled in dissertation research (or continuous registration when dissertation research hours are complete) while working on a dissertation.

When the committee chair approves the dissertation for distribution, the student should submit it to other committee members and schedule the dissertation defense. As usual, the student should allow a minimum of two weeks for committee member review. The dissertation defense is a formal occasion and consists of a brief public presentation followed by discussion with the committee. Similar to the proposal, committee members will likely require revisions prior to their final approval.

Upon successful completion of the defense and any required revisions, both EdD and PhD students must submit the dissertation electronically to ProQuest prior to the university's awarding of the degree. In addition, the student must complete the Anticipated Graduation Date Form and pay the graduation fee. Finally, the student should plan to attend commencement and should also ask his/her chair to do the ceremonial hooding, signifying an advanced degree.