Scope of the Handbook:

The Ed. D. in Instructional Technology Program is under the governance of Towson University. For general policies regarding being a graduate student at Towson University, students should consult the Towson University Graduate Catalog and the Towson University Website. The information in this handbook is intended to provide guidance only for issues specific to the Ed. D. in Instructional Technology Program. All items addressed within this handbook are superseded by the material found in the Graduate Studies Handbook and The Graduate Studies Thesis Manual.

Word-based copies of all the forms presented in this handbook can be found through the Instructional Technology Blackboard Community. Contact the doctoral program director if you need access to the Blackboard Community.
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**Program Overview**

The Doctor of Education (Ed.D) in Instructional Technology began offering courses in Fall 2001. 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;
- 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.

**Program Objectives:**

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

- experience a variety of strategies to enhance learning by employing technology effectively in a wide range of learning environments;
- develop knowledge in the theory and foundations of instructional technology;
- become innovative agents for technology adoption into educational and human resource development organizations;
- become skilled and highly capable professionals who are able to make effective decisions about appropriate uses of technology in learning communities;
- develop knowledge, skills, and abilities for teaching within digital – and online - learning communities;
- learn and apply advanced skills in research, assessment, and evaluation strategies that may be used to measure the effectiveness of educational technology within learning communities.

**The Ed.D. Advantage:**

Improving technology access for students, teachers, and organizations and developing effective strategies for technology integration are both critical factors within educational reform in Maryland.

Effectively using technology to engage and foster higher-level thinking and problem-solving skills is a critical link to improving student learning. In schools, technology can help teachers deliver instruction and target student needs more efficiently. Technology serves to foster communication with outside experts, peers, students, community members, and parents. Yet, challenges remain and use is limited.

Within the business community, incorporating technology into daily transactions has revolutionized business processes. Meetings have become more effective through the use of audiovisuals and multimedia presentations. Video conferencing allows executives to conduct business "face-to-face" with partners across the globe. Interactive and distance-based
instructional training has provided innovative methods to enhance staff development. Technology use within corporate learning settings continues to grow at a rapid pace.

Extensive professional development is required to integrate technology into the curriculum and workplace in dynamic ways that increase learning and productivity. Reducing the cost of equipping schools and businesses requires knowledge of technologies, software, and implementation strategies.

Successful Ed.D. students develop and refine the skills that businesses and schools need. Current Ed.D. students are leaders in their fields and continue to develop as technology integration experts.
Course Work

The Ed.D. program requires 63 graduate credits beyond the Master's degree. Course work in the proposed program of study includes:

**Core Courses** (15 credits)
Learning Environments in a Digital Age (ISTC 707)
Foundations of Research in Instructional Technology (ISTC 741)
Legal & Ethical Issues (ISTC 709)
Assessment in Instructional Technology (ISTC 700)
Innovation, Change & Organizational Structures (ISTC 711)

**Research Methodology Courses** (9 credits - select three of the following courses)
Educational Statistics (EDUC 715)
Qualitative Methods (EDUC 765)
Advanced Measurements & Statistics in Education (EDUC 790)
Advanced Qualitative Methods (EDUC 791)

**Specialization and Elective Courses** (18 Credits)
Doctoral students work with their program advisors to develop a specialization area consisting of 18 credits. Some programs in the College of Education have prepared specialization areas. These include Language and Literacy, Curriculum and Instruction, Organizational Change, and Curriculum Development.

**Doctoral Seminar and Internship** (9 credits)
Investigating & Evaluating Research in ISTC – Seminar I and II (ISTC 780 & 782)
Professional Internship (ISTC 797)

**Dissertation Research** (12 credits)
Each Ed.D graduate will complete a dissertation that represents a formal written report of original research. Each student will work closely with his/her dissertation advisor to plan, implement, and describe the formal research project. (ISTC 998)

**Comprehensive Exams**
After completing all course work and prior to beginning the dissertation, each student must pass a comprehensive examination that covers the five courses in the Program Course Requirements and one specialization area. The nature of the examination is negotiated by each student with his/her program advisor and graduate committee.
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

PROGRAM OF STUDY

Student Name: ___________________________ TU ID: ___________________________
Initial Advisor: _________________________ Program Chair: _______________________

Directed Reading Acceptance Conditions: Required (Y/N) Semester Completed
Instructional Design _______ _______
Learning Theory _______ _______
Research Design _______ _______
Statistics _______ _______

The Instructional Technology doctoral program at Towson University requires students to complete a minimum of 63 credits in the course areas below:

Core Courses (15 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Taken (semester/year)</th>
<th>Grade</th>
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<td>ISTC 700</td>
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<td>Learning Environments in a Digital Age</td>
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<td>ISTC 709</td>
<td>Legal and Ethical Issues</td>
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<tr>
<td>ISTC 711</td>
<td>Innovation, Change &amp; Organizational Structures</td>
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<tr>
<td>ISTC 741</td>
<td>Foundations of Research in ISTC</td>
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Research Methods (9 credits; choose 3 of 4 courses)

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<th>Course Title</th>
<th>Taken (semester/year)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>EDUC 715</td>
<td>Educational Statistics</td>
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<tr>
<td>EDUC 765</td>
<td>Qualitative Methods</td>
<td>_______ /_</td>
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<tr>
<td>EDUC 790</td>
<td>Advanced Measurements &amp; Statistics in Education</td>
<td>_______ /_</td>
<td>_____</td>
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<tr>
<td>EDUC 791</td>
<td>Advanced Qualitative Methods</td>
<td>_______ /_</td>
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Specialization Classes (18 credits; 600 level and above courses coordinated with advisor)

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<th>Grade</th>
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</thead>
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<tr>
<td>Course</td>
<td>Description</td>
<td>Taken (semester/year)</td>
<td>Grade</td>
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<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>ISTC 780</td>
<td>Investigating &amp; Evaluating Research in ISTC I</td>
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<tr>
<td>ISTC 782</td>
<td>Investigating &amp; Evaluating Research in ISTC II</td>
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<tr>
<td>ISTC 797</td>
<td>Instructional Technology Internship</td>
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<td></td>
<td>Presentation/Publication Artifacts Included</td>
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<td></td>
<td>Dissertation Research</td>
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<tr>
<td>ISTC 998</td>
<td>Dissertation Research</td>
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<tr>
<td>ISTC 999</td>
<td>Dissertation Continuum (as needed)</td>
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</tbody>
</table>

Total Credits Taken Overall: ____

* Reference for Presentation/Publication Artifact:

_____
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

INTERNSHIP GUIDELINES

Purpose: The internship is an independent learning experience in which graduate students perform practical work in an instructional technology setting that has depth and some diversity of learning activities. This is an advanced course in the ISTC program and requires a range of prerequisite course experiences. As a guideline for Ed. D students, it is expected that they have completed 24 credits in the program including the full core and much of the specialization.

Standard Course Requirements are for the student to:
1. articulate and present learning objectives, intended outcomes for the project, and an ongoing journal of their activities which includes over 100 hours about this learning project;
2. write a concise review of the literature related to the project;
3. connect this research and experience together through a paper which is a summary reflection and analysis of their internship that would be submitted for publication in a professional journal or presentation at a national or local conference. Students should save documentation or artifacts to be included with submission of their Program of Study as part of graduation clearance.
Doctoral Student Schedule of Events

1. Once admitted, the student should meet with his/her initial advisor to discuss program of study, as well as academic goals and interests.

2. After completing 30 credits, students should begin to pursue the development of their dissertation committee.

3. Having completed all of the core courses and accrued approximately 30 credits, students should complete the dissertation committee form, have it signed by all committee members, and have a committee in place. If at any time a student should need to change his or her dissertation committee, the change of committee form must be completed and submitted to the director of the Instructional Technology Doctoral Program. The committee should have the following members completing the following roles (see the dissertation committee appointment policy for more specific details).
   a. Program chair – advises student with coursework, program requirements, and leads student through the comprehensive exam process, including oral defense. Must be an ISTC faculty member.
   b. Dissertation chair – guides student through the dissertation and research process, including proposal meeting and dissertation defense.
   c. Specialization advisor – advises student with regard to the courses which make up the student’s specialization, helps student to complete specialization form (should be signed by both specialization advisor and program chair), and serves as examiner for student’s specialization-based comprehensive exam question.
   d. Non-program Representative – must be a faculty member who is not a member of the ISTC program (see Committee Appointment policy).

4. Discuss with your dissertation chair and specialization advisor the focus of your specialization topic and the course work that will be used. Complete the specialization form, have it signed by the advisors, and submitted to your program chair for copying and distribution.

5. Having completed the majority of specialization and core coursework and having both the committee and specialization forms completed, the student may begin the comprehensive exam process through guidance from the program chair.
   a. Student and program chair should discuss exam options (2 hour, 2 week, portfolio), examiners, and a timeline (exams must be completed in one year).
   b. Program Chair should complete, submit, and distribute the comprehensive exam announcement form.
   c. Only after the comprehensive announcement form is completed and submitted should the student contact faculty about appropriate resources, study/reading materials, and the expectations of each examiner.
   d. Program Chair is responsible for collecting and administering each of the comprehensive exam questions. Students should complete questions and return them to the Program Chair.
   e. Program Chair is responsible for sending completed exams, along with a completed exam evaluation form to the examiner to be graded. Grading should be completed within two weeks (when possible). Graded exams will be returned to the Program Chair, along with the signed form and appropriate comments.
f. Once all of the exams are completed and marginal grades are addressed (if necessary), students should compile all of the artifacts into a portfolio to be shared with dissertation committee members in preparation for the oral defense. The oral defense can be scheduled one month after the portfolio has been sent to the dissertation committee members. It is the responsibility of the Program Chair to announce the oral defense meeting to members of the ISTC faculty and examiners.

g. At the oral defense, students should give a short presentation of their work and answer questions. This meeting is open to all ISTC faculty members and examiners. Following the presentation and defense, committee members should sign the exam defense form, noting that the student has passed and can be admitted to candidacy. This must be a unanimous decision by the dissertation committee; see the comprehensive exam policy.

6. The student must register for either coursework or dissertation credits for each semester following the onset of the comprehensive examination period. Of the dissertation credits, eight (8) must be taken after the dissertation proposal form has been submitted. This requirement is in accordance with the continuous enrollment policy found in the Graduate Catalog.

7. Once the Comprehensive Exam process is complete, the student and the Dissertation Advisor can begin to develop the dissertation proposal.
   a. The dissertation proposal should consist of information often found in the first three chapters of a dissertation, including a literature review and research methodology.
   b. Once the dissertation proposal is completed, a dissertation proposal meeting should be organized with the dissertation committee. The dissertation proposal should be shared with dissertation committee members at least 2 weeks before the scheduled meeting time.
   c. Following presentation of the proposal and discussion, all committee members should sign the dissertation proposal form. Changes should be made to the proposal and following research, according to the results of the meeting.

8. Having successfully completed the dissertation proposal process, the student can begin to implement his or her dissertation research with the guidance of the Dissertation advisor.
   a. The student must decide to complete the traditional or alternative dissertation.
   b. Once the research is completed, the student should share the document with the committee members and organize the dissertation defense meeting.
   c. Schedule the dissertation defense in line with the Office of Graduate Studies Timetable of Deadlines, found in the Graduate Studies Handbook. In circumstances where these deadlines cannot be met, an extension must be approved by the graduate program director.
   d. Two weeks prior to the defense, the dissertation should be shared and the dissertation defense announcement form should be submitted to the program director.
   e. During the defense the student will present his or her dissertation research in a meeting open to the University community; the second half of this meeting is closed to the public and serves as a time where the student will address questions and concerns from the committee.
   f. After having satisfactorily completed the dissertation defense, members should sign the dissertation signature page (see Graduate Studies handbook for specific details). Committee members must assign grades for both the dissertation and oral defense, using
the dissertation grading form and dissertation defense grading form. Changes suggested by the committee, should be made to the document before it is considered complete.

g. Submit copies of the dissertation to the Graduate Studies Office, along with all necessary forms, as described in the Graduate Studies handbook.

9. Once successfully defending his or her dissertation, the student must submit an up-to-date program of study form to the Program Chair before applying for graduation.

10. Graduation! Be sure to complete the request for graduation form (see Graduate Studies handbook).
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

COMMITTEE APPOINTMENT POLICY

Each Ed. D. candidate must have a committee to guide the candidate’s progress through the program. The committee must consist of at least FOUR faculty members possessing doctoral degrees. Of these FOUR members, a minimum of TWO must be members of the ISTC faculty at Towson University.

Each committee must have a PROGRAM CHAIR. The program chair oversees the formation of the student’s program of study and assures that the student fulfills all of the Ed. D. program’s requirements. The program chair must be an ISTC faculty member.

Each committee must have a DISSERTATION ADVISOR. The dissertation advisor oversees the student’s dissertation process and assures that the student fulfills all of the institutional requirements that pertain to research and dissertations.

Each committee must have a SPECIALIZATION ADVISOR. The specialization advisor is a faculty member from the student’s area of specialization.

Each committee must have a NON-PROGRAM REPRESENTATIVE. The non-program representative must be a faculty member who is not a member of the ISTC program at Towson University.

For any professionals serving on a dissertation committee who are not Towson University faculty, please attach a description of their affiliation, credentials, and Vita to the Committee Appointment Form. Additionally, these same committee members must apply for graduate faculty status through the Towson University Graduate Studies. All members of the committee must hold appointment as full or associate graduate faculty as determined by the Graduate Studies.

Within these parameters, individual committee members may have more than one role.

Once the committee has been approved, any change to the committee must include completion of a Change of Committee Form. Once completed, the form should be submitted to the director of the Instructional Technology Doctoral Program.
Each Ed. D. candidate must have a committee to guide the candidate’s progress through the program. The committee must consist of at least FOUR faculty members possessing doctoral degrees. Of these FOUR members, a minimum of TWO must be members of the ISTC faculty at Towson University. Within these parameters, individual committee members may have more than one role. Details regarding the requirements of each role can be found in the committee appointment policy.

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* Codes 1 = Program Chair  2 = Dissertation Advisor  3 = Co-Dissertation Advisor (if applicable)  
4 = Committee Member  5 = Non-Program Representative  6 = Specialization Advisor

Initial Advisor’s signature: ___________________________ Date: ______
Student’s signature: ___________________________ Date: ______
Doctoral Program Director: ___________________________ Date: ______
Department Chairperson: ___________________________ Date: ______
Dean of the Graduate Studies: ___________________________ Date: ______
TOWSON UNIVERSITY

DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

CHANGE OF DOCTORAL COMMITTEE
POLICY

Each Ed. D. candidate must have a committee to guide the candidate’s progress through the program. The committee must consist of at least FOUR faculty members possessing doctoral degrees. Of these FOUR members, a minimum of TWO must be members of the ISTC faculty at Towson University.

Once the committee has been approved (via the Doctoral Committee Appointment Form), any change to the committee must be approved by the program director, department chairperson, and the Dean of the Graduate Studies using the Change of Doctoral Committee Form. Any changes to the committee must be approved at least one month prior to any of the following events: comprehensive exam defense, dissertation proposal, or dissertation defense. An explanation for the change of committee membership is required to be addressed as part of the Change of Doctoral Committee Form.

Copies:
1 – Student
2 – Program Chair
3 – Doctoral Program Director
4 – Department Chair
5 – Graduate Studies
**TOWSON UNIVERSITY**
**DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY**

**CHANGE OF DOCTORAL COMMITTEE FORM**

Student Name: 

TU ID: 

Program Chair: 

Reason/explanation for change of committee: 

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**Original Committee:**

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<th>Code*</th>
<th>Name</th>
<th>Department of:</th>
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</table>

**Committee Changes:**

<table>
<thead>
<tr>
<th>Code*</th>
<th>Name (typed and signed)</th>
<th>Department of:</th>
<th>Type of Change (Add, Drop, Change of Status)</th>
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* Codes

1 = Program Chair
2 = Dissertation Advisor
3 = Co-Dissertation Advisor (if applicable)
4 = Committee Member
5 = Non-Program Representative
6 = Specialization Advisor

Dissertation Advisor’s signature: __________________________ Date: _________

Co-Dissertation Advisor’s signature: _______________________ Date: _________

(if applicable)

Program Chair’s signature: __________________________ Date: _________

Student’s signature: __________________________ Date: _________

Dean of the Graduate Studies’ signature: __________________ Date: _________

Copies:

1 – Student
2 – Program Chair
3 – Doctoral Program Director
4 – Department Chair
5 – Graduate Studies

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TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

SUBJECT SPECIALIZATION POLICY

Since implementation of the program, we have accepted students from a wide range of backgrounds and many who wish to focus their graduate work in specialized areas (i.e., distance education, reading, special education, nursing education, computer science, etc.). Our program is designed to be flexible and allow students to customize their coursework to meet their needs and interests. It is intended that whatever the background of the student, instructional technology will be the anchor or the core of the program, and that all students will need to demonstrate mastery of a range of current technologies as well as the core courses in the doctoral program.

The following guidelines for the specialization area are proposed:

1. The specialization area will be comprised of 18 credits of doctoral level coursework. Specialization courses will be listed on the student’s working program of study.

2. The student will provide a rationale for the specialization. The rationale will explain the academic cohesion of the specialization area and how the specialization area is related to the field of instructional technology.

3. The student will provide evidence that the courses selected are current and of sufficient breadth and depth to be considered a doctoral level course that can be included in the student’s program of study. It is expected that the specialization courses will be advanced in nature and beyond introductory graduate courses.

Note: Students should select a faculty member with expertise in the specialization area who will serve upon the student’s dissertation committee. This faculty member will communicate with faculty in the instructional technology doctoral program to provide background and expertise in the content area of specialization. For more information about the members and roles of the dissertation committee can be found in the dissertation committee policy.
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

SUBJECT SPECIALIZATION FORM

Student Name:    TU ID:

Specialization Advisor:

This is an agreement between the student and the undersigned committee representatives, regarding the selection of specialization courses. The specialization must contain a minimum of 18 credits, and all courses must be 600 level or above.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Taken</th>
<th>Grade</th>
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</tbody>
</table>

* Codes
1 = Program Chair
2 = Dissertation Advisor
3 = Co-Dissertation Advisor (if applicable)
6 = Specialization Advisor
7 = Student

Copies:
1 – Student
2 – Program Chair
3- Doctoral Program Director
4 – Dissertation Advisor
5 – Co-Dissertation Advisor (if applicable)
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

COMPREHENSIVE EXAM ANNOUNCEMENT FORM

Student Name:  
TU ID:  
Program Chair:  
Date:  /  /

Received by the Doctoral Program Director on:  /  /

The aforementioned student has completed all of the necessary program requirements, including coursework and submission of both the dissertation and specialization forms and is prepared to begin the comprehensive exam process. Completion and distribution of this form acknowledges the formal announcement and start of the comprehensive exam process and those to be responsible for preparing and grading each exam artifact. The comprehensive exam process must be completed in full, no more than one year from the date this form is received by the Doctoral Program Director. This form should be submitted to and will be distributed by the Doctoral Program Director’s office.

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<th>Classes of Specialization</th>
<th>Artifact Type</th>
<th>Examiner</th>
<th>Approximate Proposed Date</th>
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<td>Innovation &amp; Change</td>
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<td>ISTC 741</td>
<td>Foundations of Research ISTC</td>
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<td>Specialization Topic</td>
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Copies:
1. Student
2. Program Chair
3. Doctoral Program Director

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TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

COMPREHENSIVE EXAM POLICY

The Ed.D. in Instructional Technology comprehensive examinations ask that each graduate student in the program display knowledge of the five core subject areas and one specialization subject. The process can be completed after the student has acquired 30 credits of coursework in the program including the five core courses and at least six months before the final dissertation oral examination. The process consists of two parts: the completion of six items and an oral defense.

The goal of the process is to allow the candidate to demonstrate a thorough understanding of the fundamental knowledge, skills, and principles in the field of Instructional Technology. The process will consist of six items. The six items can be completed through a combination of the following three options: two-hour question-based papers, two-week question-based papers, and/or portfolio elements. Every completed comprehensive exam must include at least one question-based item and one portfolio element. The items should be designed so that the student demonstrates proficiency for each of the program core subjects and one specialization subject. The student, through advising from the program chair, should determine both the format of the items and the specialization topic. Examiners should then be chosen to write questions and grade items. The examiner can be any member of the Towson University faculty who is an expert in the subject area for which the item is designed to address. Examiners for each item are to be determined by the student and the program chair. A tentative list of examiners and the exam schedule should be submitted using the Comprehensive Exam Announcement Form. Submission of this form also serves to denote the start time for the one year period to complete the process. Following submission of the Comprehensive Exam Announcement Form, students are allowed to request meetings with each examiner to discuss requirements and expectations. Completed comprehensive exams, including all six items, are then submitted to the doctoral committee and presented during an oral defense. The whole process should take no longer than one year from start to finish.

Comprehensive Exam Announcement Form
Prior to beginning the comprehensive exam process, the Comprehensive Exam Announcement Form must be completed. Eligibility for this process depends upon the completion of all of the necessary program requirements, including coursework and submission of both the dissertation committee and specialization forms. Once the form is submitted to the program office, the full comprehensive exam process must be completed no more than one year after the date on the form.

Question-Based Items
Members of the Towson University faculty who are experts in the subject to be covered will create the questions that make up the written items. As such, the questions will be designed to test the student’s general knowledge, application of that knowledge to case specifics, and the ability to synthesize the content from core courses. The questions will follow from, but are not be specifically limited to, the material covered in required courses.
The question-based items can be addressed through either a two-hour brief paper or a two-week research paper. Each two-hour brief paper requires the candidate to write a complete answer to a question during a two-hour period. Each two-week research paper requires the candidate to write a complete response to a question over a two-week period.

**Portfolio Elements**
The goal of the portfolio element is to offer the candidate a different format through which s/he may demonstrate the capability to implement strategies, theories, and research methods learned during coursework in a real-world project. The portfolio items should be used to demonstrate proficiency in at least one of the six comprehensive exam areas (five core subjects and one specialization topic). The portfolio contents can vary based upon the subject matter focus of each item. The design and format of the portfolio items are to be determined by the candidate and the dissertation committee chair.

**Oral Defense**
The oral defense allows the candidate to present and defend as many as six items that comprise the completed comprehensive examination. The completed comprehensive exam items are to be compiled and submitted to each of the dissertation committee members for review one month before the oral defense. This portfolio should include: each of the artifacts, as well as the corresponding grades and comments, all completed forms (*Doctoral Committee Appointment Form, Specialization Form* and *Program of Study Form*), and the student’s current vita. During this review period, committee members should share any concerns about the items submitted with the dissertation committee chair.

On the date of the oral defense at least three members of the candidate’s dissertation committee must be present, including the program chair and dissertation chair. During the oral defense, the student is to present their comprehensive exam items and address concerns and questions from the dissertation committee members. Committee members may ask questions about any of the six items. This meeting should last no longer than 90 minutes.

Immediately following the oral examination, it is the responsibility of the dissertation committee to determine whether the student will be recommended for admission to candidacy and may continue to work toward the Ed.D. degree. The committee members must unanimously agree on a pass or fail grade and sign the completed comprehensive examination form.

**Grading**
Grading is done on a four point scale: high pass, pass, marginal pass, and fail.

*High pass* grades reflect exceptional understanding and knowledge of the topic for which the item is designed to address.

*Pass grades* are given when an item is considered to adequately meet the requirements described for the topic.
Marginal pass grades are given when the examiner has reservations about the completeness, rigor, and accuracy of the completed item. Before any student can begin oral defense of the exam items, all marginal pass grades must be discussed and addressed according to recommendations of the examiner. Once the student has edited the item(s) according to the examiners’ recommendations, the rewritten version is reviewed both by the original examiner and a second examiner (this should be organized by the program chair). Both examiners must agree on a pass grade in order for the student to proceed; if one of the two examiners does not find the resubmitted item to have earned a passing grade, the student is considered to have failed and must complete a formal independent study (see the independent study requirements included in the “fail grade” section below for details and procedures). This serves as the program appeal process. Four grades of marginal pass or below will result in program dismissal.

Fail grades are given when an item is considered incomplete and fails to properly address the exam question’s requirements. Any single item receiving an initial fail grade must be re-graded by two additional examiners without an opportunity for the student to revise and resubmit it (it is expected that the re-grading process will take an additional two weeks). The original examiner may not re-grade a failed item. Both additional examiners must assign a pass grade in order for the initial fail grade to be overturned. If either examiner finds the examination to have not earned a pass grade, it will result in a failed grade. This serves as the program appeal process.

Upon receiving a fail grade, the comprehensive exam process will be halted for at least one semester (4-6 months), during which an independent study will be completed. The independent study should focus on the subject area covered by the failed exam and must be completed under the direction of an independent study advisor, someone other than the original examiner. Most often, the independent study advisor will be the examiner for the new exam. An examiner other than the independent study advisor must be approved by the Program Chair. The independent study should be taken for three units, but will not apply to the student’s program of study unless otherwise approved by the dissertation committee and Doctoral Program Director. Arrangements for the independent study and advisor should be made by the student under the guidance of the Program Chair. Students should prepare a four-page proposal noting the content, focus, and expected outcomes of the independent study and have them approved by an independent study advisor and the Program Chair.

The comprehensive exam process can resume where it was stopped after the student successfully completes a second attempt at the exam. An additional fail grade on this or any other exam will result in program dismissal. The Program Chair has discretion to halt examinations if a student is not progressing favorably.

The comprehensive examination must be passed at least six months prior to the dissertation oral defense and dissertation presentation. Upon successful completion of the comprehensive examination, the student is admitted to candidacy for the Ed.D.
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

COMPREHENSIVE EXAM DEFENSE FORM

Student Name:   TU ID:

Program Chair:

The aforementioned student has completed all the Instructional Technology Ed.D. comprehensive exam requirements. All comprehensive exam items have been completed satisfactorily and defended during a scheduled oral defense meeting.

The comprehensive examination must be passed at least six months prior to the dissertation oral defense and dissertation presentation. Upon successful completion of the comprehensive examination, the student is admitted to candidacy for the Ed.D. degree.

Signing below will acknowledge the completion of all of the requirements and your recommendation of this student to be Admitted to Candidacy for the Degree of Doctorate of Education in Instructional Technology at Towson University. At least three members of the candidate’s dissertation committee must be present, including the program chair and dissertation advisor. The committee members must unanimously agree on a pass or fail grade and sign this completed comprehensive examination form.

If one member of the committee chooses not to sign below, the student is considered to have failed. One semester must elapse before the student can begin the comprehensive exam process again.

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* Codes

1 = Program Chair
2 = Dissertation Advisor
3 = Co-Dissertation Advisor (if applicable)
4 = Committee Member
5 = Non-Program Representative
6 = Specialization Advisor

Copies: 1 – Student  2 – Program Chair  3 – Doctoral Program Director
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

COMPREHENSIVE EXAM EVALUATION FORM
*Not for Student Use

Student Name:         TU ID:
Program Chair:
Signature:            Date:
Examiner:
Signature:            Date:
Exam Item:

Attached, please find (student’s name) response to your comprehensive exam question. Please score the response using the following grading scale and return to the student’s Program Chair within two weeks of receiving this artifact.

High Pass - This artifact shows exceptional understanding and knowledge of the topic for which the topic it is designed to address.
Pass - This artifact adequately meets the requirements described for this topic.
Marginal Pass - There are reservations about the completeness, rigor, and accuracy of the completed artifact. The artifact must be resubmitted and reviewed by the original examiner, as well as a second examiner. Both examiners must agree on a pass grade. Before a student proceeds with an oral defense, all examiner recommendations must be addressed.
Fail - This artifact is incomplete and fails to properly address the exam requirements. Any single artifact receiving a grade of fail must be re-graded by two additional examiners.

Comments:

Copies:
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2 – Program Chair
3 – Doctoral Program Director

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DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

DISSERTATION PROPOSAL POLICY

The dissertation proposal phase should come after the comprehensive exams. After initial consultation with the committee members, the student should compose a formal dissertation proposal for presentation to the committee. The proposal should consist of the rationale, research question(s), research methodology, and literature review for the dissertation. The dissertation advisor should organize a meeting at which time the student will present the proposal to the committee. Two weeks before the meeting, a written copy of the proposal should be distributed to the committee members. During the meeting, feedback from the committee members should be discussed and recorded by the dissertation advisor and incorporated into the final product by the student. The student is responsible for making the suggested changes to the proposal. Upon approval, the committee members should sign the official dissertation proposal approval form.

Copies:
1 – Student
2 – Program Chair
3 – Doctoral Program Director
4 – Graduate Studies
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

DISSERTATION PROPOSAL FORM

Student Name:    TU ID:
Dissertation Chair:    Date:  /  /
Dissertation Title:

The aforementioned student has completed all the Instructional Technology Ed. D. proposal defense requirements. All proposal items have been completed satisfactorily and defended during a scheduled oral defense meeting.

Signing below will acknowledge your approval for the implementation of the dissertation research presented. The candidate and Dissertation Advisor have collected the comments and concerns and will integrate these suggestions into the implemented study. All members of the candidate’s dissertation committee must be present, including the dissertation chair.

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6 = Specialization Advisor

Copies:
1 – Student
2 – Program Chair
3 – Doctoral Program Director
4 – Graduate Studies
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

ALTERNATIVE DISSERTATION POLICY

In response to interest in writing dissertations that are made up of a collection of publishable manuscripts with a unified theme, this alternative dissertation format has been created. Following is an explanation of the alternative dissertation requirements and requirements specific to formatting the alternative document. As with the traditional dissertation, communication with your dissertation advisor and committee is of the utmost importance.

Alternative Dissertation Requirements

1. Dissertation must be based on research conducted while in the Towson Instructional Technology Doctoral Program.
   Alternative dissertations must be based on research completed while the student is enrolled in the Instructional Technology Doctoral Program at Towson University. Research completed as part of a Masters program or studies not connected to regular student/university work cannot be included as part of an alternative dissertation. The final decision regarding manuscripts that can be included is to be determined by the dissertation advisor and committee.

2. The student must be the primary author.
   The student must be the primary author on all of the manuscripts. The student must be principally involved in the data selection or collection, the data analysis or interpretation, and the writing of the manuscripts. All secondary authors must be approved by the dissertation advisor and committee prior to the defense.
   If multiple authors exist on a manuscript, the student must explain her/his role and the role of each additional author.
   If a manuscript is multi-authored, the student should clearly justify or clarify the contributions of the other authors in relationship to the research project. Issues of clarification should include origins of the conceptualization and design, the collection of data, analysis and interpretation of the data, and other significant areas of contribution. The student should be involved with every aspect of the manuscript. This explanation, along with author names, should appear on the first page of the chapter.

3. A traditional dissertation proposal must be prepared and presented to the dissertation committee.
   The student should follow traditional procedures regarding the dissertation proposal process. In addition, the proposal for an alternative dissertation should include:
   - an explanation of the focus of each of the manuscripts (see #5 below);
   - a review of the literature noting how the manuscripts pursue a unified theme;
   - a statement of rationale arguing why the alternative dissertation format is being pursued.
All manuscripts to be included in the final dissertation must be approved by the dissertation advisor and committee at the proposal meeting or in instances where significant changes have been made, prior to the defense. Finally, in presenting the intentions for the manuscripts, the student should declare the intended journals for each manuscript; this also must be approved by the dissertation advisor and committee at the proposal meeting, or in instances where significant changes have been made, prior to the defense.

4. The collection of manuscripts should be cohesive and based on a unified theme. The manuscripts in the alternative dissertation need to exhibit the student’s original research, and must be centered on a common research theme which enables the documents to be presented together to create a single cohesive dissertation.

5. At least two manuscripts require data analysis. At least two of the manuscripts should be based on data that are analyzed by the student. Only one manuscript may be theoretical in design and focus. Literature reviews, book reviews, or position papers are not acceptable, except where the review of the relevant research literature is conducted and presented as an in-depth meta-analysis which employs advanced analytic approaches. The focus and direction of each article to be included in the dissertation must be approved by the dissertation committee.

6. Published manuscripts must have copyright approval. If the material in any chapter has been published prior to the defense, the student must obtain a letter of permission from the publisher allowing the student to use the work in the dissertation. For the multi-authored manuscripts already published, letters of permission from all of the co-authors allowing the student to use the work in the dissertation should be obtained prior to the defense.

7. Formatting must be aligned with Towson’s Guidelines for Preparing Theses and Dissertations. All parts of the dissertation must conform to the provisions set forth in the Towson University Thesis and Dissertation Handbook. The final document must be coherent and consistent in appearance throughout, which means that previously published material must be printed using the same font and format as the rest of the dissertation.

**Formatting Requirements**

1. The alternative dissertation should be made up of the following chapters:
   - Chapter 1 – Introduction and Review of the Literature
   - Chapter 2 – Manuscript 1
   - Chapter 3 – Manuscript 2
   - Chapter 4 – Manuscript 3
   - Chapter 5 – Conclusion

2. One abstract at the beginning of the dissertation for all manuscripts.
The dissertation must include an abstract that synthesizes or presents all the manuscripts as one cohesive document.

   The dissertation must begin with a general introduction, which includes a statement of the research problem and addresses the background and significance of the research topic. The introduction should include a clear statement of the student’s purpose or hypothesis to be tested.

   Since a component of most theses and dissertations is an extensive discussion of previous work on the subject, and since many journals do not encourage in-depth literature review sections within journal papers, the introduction must include a literature review that demonstrates an in-depth understanding of the unifying framework.

   The introduction must also include a presentation and discussion of linkages (i.e. similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The finished document, as a whole, should reflect how the three manuscripts, taken together, make a contribution to the knowledge base regarding the topic.

4. Chapter 5 – Conclusion
   The dissertation must end with a concluding chapter that serves to make clear the importance of the research, integrate the major findings, and discuss the implications of the work overall. The conclusion should review the findings of the manuscript as a whole and include limitations, discussion, and recommendations. The conclusion should also address knowledge gaps, not visible when each manuscript is considered individually and should articulate an agenda for future research.

5. Include a reference list at the end of each manuscript (Chapter 2, 3 & 4) and at the end of the document as a whole (Chapter 5)
   List references for each manuscript at the end of the chapter in which they are cited. Then list all references, from all chapters, in a comprehensive listing at the end of the dissertation. This includes references from the introduction and conclusion.

6. All appendixes should be included at the end of the manuscript.
   Any appendix material will follow the reference section. Do not leave appendix material within the main body of the text.
TOWSON UNIVERSITY
COLLEGE OF GRADUATE STUDIES AND RESEARCH

Thesis/Dissertation Defense Announcement Form

Student’s Name:

Department/Program:

Chair, Thesis/Dissertation Committee:

Committee Members:

Title of Thesis/Dissertation:

Date of Defense:

Time of Defense:

Location:

Abstract:
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

DISSERTATION DEFENSE GRADING POLICY

This policy refers to the grading of the dissertation defense. Please refer to the Dissertation Grading Policy when grading the written dissertation specifically. The defense should be scheduled in line with the Office of Graduate Studies Timetable of Deadlines, found in the Graduate Studies Thesis Dissertation Guidelines. In circumstances where these deadlines cannot be met, an extension must be approved by the graduate program director. Following the dissertation defense, the committee must vote on whether the student has passed the oral defense or if the oral defense must be retaken. A recommendation to pass can have no more than one negative vote from members of the committee. Recommendations regarding how to proceed if a student must retake the defense are noted below.

Pass: The student has satisfactorily defended the dissertation research.

Retake: If the dissertation defense presentation is not of acceptable quality, the student must retake the oral defense. A student may only retake the oral defense one time. Failing the retake of the defense will result in program dismissal. The timeline for the dissertation defense retake is two weeks from the original defense date. However, if the student also receives a P3 grade on the dissertation (see Dissertation Grading Policy), the timeline for a retake should follow in line with the timeline for the dissertation revisions, as determined by the dissertation advisor and committee; this timeline should not exceed beyond one year from the original defense date. In all instances, the completion of the dissertation research must occur within the predefined Graduate Studies timelines.
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

DISSECTATION DEFENSE GRADING FORM

Student Name: 
TU ID: 

Dissertation Chair: 
Date: / / 

Dissertation Title: 

This form refers to the grading of the oral defense. Refer to the Dissertation Grading Form when grading the written dissertation specifically. Following the dissertation defense, the committee must vote on whether the student has passed, or if the student must retake the oral defense. A recommendation to pass can have no more than one negative vote from members of the committee.

Signing below will acknowledge your vote on the quality of the student’s oral defense. After discussion, each committee member should indicate their grade (Pass or Retake) as defined in the Dissertation Defense Grading Policy.

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<th>Name (typed and signed)</th>
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3 = Co-Dissertation Advisor (if applicable)
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Copies
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2. Program Chair
3. Doctoral Program Director
4. Graduate Studies

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TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

DISSERTATION GRADING POLICY

This policy refers to the grading of the written dissertation specifically. Refer to the Dissertation Defense Grading Policy when grading the oral defense. Following the dissertation defense, the committee must vote on whether or not the student has passed or failed the dissertation. A recommendation to pass can have no more than one negative vote from members of the committee. If the motion is a recommendation to pass, the committee must then agree on the conditions of the recommendation as follows. Recommendations regarding how to proceed if a student is considered to have failed as also noted below.

**Pass with no revisions (P1):** Limited grammatical, labeling, or numbering changes are required. Only a small number of sentence additions or deletions should be necessary. The Graduate Studies Dissertation Approval Page should be signed by all dissertation committee members.

**Pass with minor revisions (P2):** The candidate will be required to reorganize portions of the manuscript and change some of the content. Changes may include but are not limited to a minor refinement of the conclusions or recommendation sections, as well as correcting tables, issues with the bibliography and referencing, or typographical and grammatical errors. Changes must be completed within two weeks and these changes can be overseen by the dissertation chair. The Graduate Studies Dissertation Approval Page should be signed by all dissertation committee members.

**Pass with major revisions (P3):** The candidate will be required to reorganize significant portions of the manuscript. Changes may include but are not limited to rewriting a complete chapter or revising a literature review, adding tables or further data analysis, addressing inconsistency between the research questions and findings, or lack of adequate data. Responsibility for seeing that needed revisions are made rests with the dissertation chair. The timeline for resubmission is determined by the committee, but is not to exceed more than one year unless extenuating circumstances prevail. Committee members’ approval may be needed before final submission and committee members may choose not to sign the Graduate Studies Dissertation Approval Page until changes are made.

In all instances, the completion of the dissertation research must occur within the predefined Graduate Studies timelines.

**Fail:** If the dissertation content is determined not of acceptable quality, the student is considered to have failed. Failing the dissertation will result in program dismissal.
TOWSON UNIVERSITY
DOCTOR OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

DISSERTATION GRADING FORM

Student Name:  
TU ID:  

Dissertation Chair:  
Date:  /  /

Dissertation Title:  

This form refers to the grading of the written dissertation specifically. Refer to the Dissertation Defense Grading Form when grading the oral defense. Following the dissertation defense, the committee must first vote on whether or not the student has passed or failed the dissertation. A recommendation to pass can have no more than one negative vote from members of the committee.

Signing below will acknowledge your vote on the research design and content of the dissertation. The Dissertation Advisor should indicate the agreed upon Passing Level as defined in the Dissertation Grading Policy, where P1 = Pass with no revisions, P2 = Pass with minor revisions, and P3 = Pass with major revisions. All other committee members’ signatures signify their agreement with the Passing Level marked or should note the choice to give a failing grade.

Dissertation Committee Signatures

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<td>P1 P2 P3 Fail</td>
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4 = Committee Member
5 = Non-Program Representative
6 = Specialization Advisor

Copies
1. Student
2. Program Chair
3. Doctoral Program Director
4. Graduate Studies

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# Instructional Technology Faculty

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<th>NAME:</th>
<th>OFFICE:</th>
<th>PHONE #:</th>
<th>E-MAIL:</th>
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</thead>
<tbody>
<tr>
<td>Jeffrey Kenton</td>
<td>Deans’ Suite HH 304</td>
<td>410-704-4226</td>
<td><a href="mailto:jkenton@towson.edu">jkenton@towson.edu</a></td>
</tr>
<tr>
<td>Qing Li</td>
<td>HH 404 – C</td>
<td>410-704-4631</td>
<td><a href="mailto:li@towson.edu">li@towson.edu</a></td>
</tr>
<tr>
<td>Sarah Lohnes-Watulak</td>
<td>HH 221</td>
<td>410-704-2545</td>
<td><a href="mailto:slohnes@towson.edu">slohnes@towson.edu</a></td>
</tr>
<tr>
<td>Scot McNary</td>
<td>HH 102 – F</td>
<td>410-704-4835</td>
<td><a href="mailto:smcnary@towson.edu">smcnary@towson.edu</a></td>
</tr>
<tr>
<td>William Sadera*</td>
<td>HH 222</td>
<td>410-704-2731</td>
<td><a href="mailto:bsadera@towson.edu">bsadera@towson.edu</a></td>
</tr>
<tr>
<td>Liyan Song</td>
<td>HH 102 – D</td>
<td>410-704-5751</td>
<td><a href="mailto:lsong@towson.edu">lsong@towson.edu</a></td>
</tr>
<tr>
<td>David Wizer</td>
<td>HH 216 – A</td>
<td>410-704-6268</td>
<td><a href="mailto:dwizer@towson.edu">dwizer@towson.edu</a></td>
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<tr>
<th>Form/Policy and Description</th>
<th>Most Recent Version</th>
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<tr>
<td><em>Program of Study Form:</em> This form is used to track a student’s completion of program course requirements.</td>
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<tr>
<td><em>Doctoral Committee Appointment Form and Policy:</em> This form is used to officially appoint a doctoral committee. The corresponding policy describes the guidelines for this process.</td>
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<tr>
<td><em>Change of Doctoral Committee Form and Policy:</em> This form is used when a student needs to alter an approved doctoral committee. The corresponding policy describes the requirements for this process.</td>
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<tr>
<td><em>Subject Specialization Form and Policy:</em> This form is used to document courses for a student’s specialization. The corresponding policy describes the specialization guidelines.</td>
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<tr>
<td><em>Comprehensive Exam Announcement Form:</em> This form is used when the student is ready to formally begin comprehensive exams and documents the proposed comprehensive exam completion dates.</td>
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<tr>
<td><em>Comprehensive Exam Defense Form and Policy:</em> This form is used to signify a student’s completion of the comprehensive exam process. The corresponding policy describes the requirements for this process.</td>
<td>10/10</td>
</tr>
<tr>
<td><em>Comprehensive Exam Evaluation Form:</em> This form is used by comprehensive exam readers to evaluate a submitted artifact.</td>
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<tr>
<td><em>Dissertation Defense Announcement Form:</em> This form is used by the dissertation advisor to announce student’s title of dissertation, defense date, time, and location and provide the dissertation abstract.</td>
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<tr>
<td><em>Dissertation Proposal Form and Policy:</em> This form is used to signify a student’s completion of all the dissertation proposal defense requirements. The corresponding policy describes the timing and requirements of the dissertation proposal.</td>
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<td><em>Alternative Dissertation Policy:</em> This policy describes the specific content and formatting requirements for those students wishing to complete an alternative dissertation rather than the traditional dissertation.</td>
<td>11/11</td>
</tr>
<tr>
<td><em>Dissertation Defense Grading Form and Policy:</em> This form is used to assign a grade to a student’s dissertation defense. The corresponding policy provides information about passing or retaking the oral defense.</td>
<td>4/16</td>
</tr>
<tr>
<td><em>Dissertation Grading Form and Policy:</em> This form is used to assign a grade to the written dissertation specifically. The corresponding policy describes the different passing levels a student may receive.</td>
<td>6/14</td>
</tr>
</tbody>
</table>
Student Resources
For any additional information, please visit the following websites:

- The Graduate Studies & Research:
  https://www.towson.edu/academics/graduate/office/

- College of Education:
  http://www.towson.edu/coe

- Cook Library:
  http://cooklibrary.towson.edu

- Graduate Student Resource Guide:

- ISTC Ed.D. Program:
  https://www.towson.edu/coe/departments/edtech/grad/instructiontech/

- The Graduate Studies Thesis & Dissertation Manual:

- International Society for Technology in Education:
  http://www.iste.org

- Journals:
  Technology & Learning: http://techlearning.com
  Campus Technology: http://campustechnology.com
  The Journal: http://www.thejournal.com
  CITE Journal: http://www.citejournal.org
  The American Journal of Distance Education: http://www.ajde.com
  Journal of Interactive Media in Education: http://www-jime.open.ac.uk
  Educause Review: http://www.educause.edu/pub/er