



Learning, Design, & **TECHNOLOGY**

Doctoral
Programs

Last updated for 2022-2023

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Welcome!

The Learning, Design, and Technology Doctoral Programs in the College of Education at the University of Wyoming are intended to engage you in experiential, career-enhancing learning that will prepare you for strategic leadership, research, and teaching in settings ranging from classrooms to corporations to institutions of higher education. We are excited to have you as colleagues in our program and look forward to collaborating with you.

This handbook provides a general orientation to your program, including resources that will help you navigate your graduate experience. Refer to this guide frequently as you progress through your program. You should also visit the program website (<https://www.uwyo.edu/clad/learning-design-technology/>) regularly to keep up to date with department and program news.

While students are always invited to participate in activities on campus, this program is offered 100% online. Courses are generally offered in an asynchronous format, but synchronous sessions may be offered depending on the instructor's preference.

Program Faculty



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William Cain, PhD is an educator and researcher in the field of educational technology and teacher preparation for 21st Century learning. His teaching and research interests lie at the intersections between instruction, technology, creativity, and innovation. He received his PhD in Educational Psychology and Educational Technology at Michigan State University in 2018. William also served as Assistant Director of the CEPSE Design Studio in MSU's College of Education. He currently serves as Co-Chair for the Creativity SIG of the Society for Information Technology and Teacher Education.

William has taught courses in educational technology and educational psychology at the graduate and undergraduate level, in both face-to-face and online/blended/synchronous hybrid formats. He has been awarded the AT&T/MSU Award of Excellence three times for his work on Blended and Hybrid course designs. William worked previously as a teacher of English as a Foreign Language for 14 years in Beijing, China.



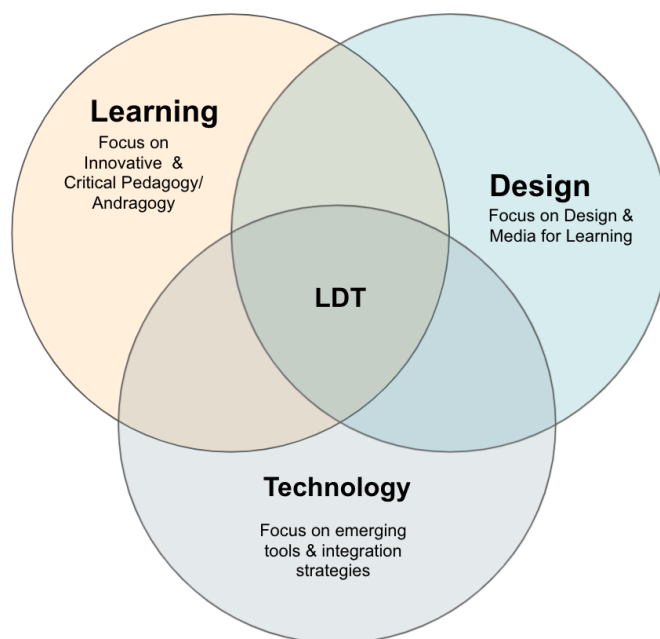
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Dr. Mia Kim Williams is known for her work in innovative and critical pedagogy. She supports students' learning of innovation and development of creativity, design, critical thinking, and community engagement. She works with practicing and preservice educators as well as doctoral students interested in promoting change in a variety of educational contexts. Her current research areas include using game design as a critical pedagogy and designing transformative learning spaces to promote active learning.

Mia Kim has served in leadership roles within the International Society for Technology in Education (ISTE) including the ISTE Board of Directors (2013-2016). She has also served on the Board for Innovative Education Colorado (InnEdCO) (2017-2021). She is on the Digital Plan Advisor Panel for the Wyoming Department of Education and is an Academic Writing Fellow in UW's College of Education. She was also named one of 2016's Top 30 Technologists, Transformers, and Trailblazers by the Center for Digital Education. She earned her PhD in Curriculum Studies and M.Ed. in Secondary Education, Media and Computers from Arizona State University. She began her education career teaching high school Earth Science and English in Arizona.

I. Program Description

The programs in Learning, Design, and Technology are a comprehensive, upper-graduate programs on the planning, design, implementation, and evaluation of technology-infused learning environments.



All intersections require:

- Creativity
- Innovation
- Flexibility
- Open-mindedness
- Forward thinking
- Risk-taking

As the above diagram shows, the LDT program is structured around the three core components of learning, design, and technology.

II. Program Eligibility

- Prospective students must hold a BA/BS degree to be considered for this program; **a master's degree is preferred**. If a student does not hold a master's degree, they may be admitted to a doctoral program but will be expected to complete all program expectations. (No bachelor-level classes may transfer into a doctoral degree)
- **Domestic students:** Prospective students must hold a 3.0 GPA. The GRE is required per University policy. Minimum expectations: verbal score: 151, quantitative score: 153, writing score: 3.5. *If you have received a Master's in Science degree in Learning, Design, and Technology from the University of Wyoming, the GRE is waived.*
- **International students:** Prospective students must have a TOEFL: 550 minimum written or 80 minimum online or IELTS: 6.5 minimum overall score.

III. Admission

Applicants for a doctorate in Learning, Design, and Technology must apply for admissions to the University of Wyoming as well as to the Learning, Design, and Technology program.

The regular annual admissions deadlines are as follows:

- March 1 – for students wishing to enter in the Fall
- October 1 – for students wishing to enter in the Spring

Please note: To ensure the quality and integrity of the program, LDT Faculty will only review 100% completed and submitted applications. Applications that are started but not completed by the above deadlines can only be considered for admittance for subsequent semesters. For example, an application started in January intended for Fall admittance but not completed until April will be reviewed for admittance into the Spring semester of the following year. This includes GRE scores and letters of recommendation; please leave ample time for these materials to be received in the admissions system. Please make sure all items are attached and the final application and fee are submitted by the deadline.

Prospective students will need to include the following documents in order for their application to be considered. Please refer to the following guide when filling out your application: <http://www.uwyo.edu/admissions/apply.html>

Here is a link to program guidelines for the required documents:

<https://www.uwyo.edu/clad/learning-design-technology/app-guidelines-doctoral.html>

1. **Unofficial copies of all transcripts** (official transcripts should be sent to the UW admissions office) (GPA is calculated using all transcripts.)
2. **Three letters of recommendation** (The portal will send a request to each person after you enter their email addresses into the system, but we encourage you to also send a personal request to them as well.)
3. **A personal statement** explaining your academic interests and aspirations.
4. **Current resume or curriculum vitae** sharing your academic and professional history
5. Agree to admission terms and submit your application

Students denied admissions may reapply to the program 1 year after their previous application. If you are reapplying to the program, a new application must be filled out.

Please note: Students who have been dropped from the program for any reason must also wait 1 year after their last term before they reapply.

IV. Program Advising

After admission to one of the LDT doctoral programs, a program advisor will be assigned to you. This assigned advisor will oversee your course progress in the program and help address any student questions or concerns. This advisor will also support the you as you evolve a research topic and then in deciding on a research advisor to serve as the dissertation committee chair. The program advisor and the dissertation chair may be two different faculty members.

You should meet with your advisor at least once per year.

For various reasons, you may need to change your advisor during your program. It is important to familiarize yourself with all faculty members in your program to facilitate this process. Changing advisors can be a normal part of a student's degree journey and should not cause feelings of failure, frustration, or stress. A dissertation committee chair is selected to best support your research interests.

To switch advisors, you should first inform your current advisor about the idea. Based on this meeting, setup meetings to speak with prospective new advisors from your program and articulate why you would like to work with them. Remember, they may be unwilling to serve based on current research and advising loads. This is the process for changing advisors during your program or to initiate a committee chair. When a faculty member decides to serve as your new advisor, notify your former advisor, contact the office manager, and submit the appropriate form from the registrar's office. http://www.uwyo.edu/registrar/graduate_students/Graduate_Student_Forms.html

V. Doctoral Program Options (EdD vs. PhD)

Both the EdD and PhD are terminal degrees, yet each serves a different purpose despite being equivalent in level. In order to ensure you choose the path that best aligns with your future career goals, it's important to take the time to understand the differences in programs of study. Doctoral courses in LDT are the same; it is the arrangement of courses that differ. For example, a section of *LDTE 5730: Game Design and Development*, which might be taken for either the EdD and PhD program of study, will be offered as one section and include students from both program options. However, the collection of courses taken by a student for the EdD or PhD differ in order to best prepare the student for their career aspirations.

The Educational Doctorate (EdD) is intended to focus on practical application. The program's foundational knowledge curriculum can build

from a variety of education and leadership coursework, but educational technology related coursework is preferred. You are encouraged to connect coursework to current work contexts or use new learning right away in the field. It builds on your current professional experiences in education and focuses on building technology-infused pedagogy, andragogy, and educational environments. The dissertation for the EdD is a *Dissertation in Practice*. Research is implemented in a lived context to explore or address an authentic problem. Learning, Design, and Technology is a member of the Carnegie Project on the Educational Doctorate (CPED). You can read more about the Educational Doctorate framework here:

<https://www.cpedinitiative.org/the-framework>

The Doctor of Philosophy (PhD) includes a deeper theoretical base of knowledge and application in the field of educational technology. It requires that your program foundational knowledge be specifically in learning, design, and technology, or closely related educational technology coursework. If you are accepted into the PhD program with a master's degree in a non-educational technology degree, you will be expected to take foundational knowledge coursework in Learning, Design, and Technology.

The PhD dissertation takes a more traditional approach in structure and research design, and it has a deeper theoretical component. It could, like the EdD, address an authentic problem in context through action-oriented research, but it doesn't have to meet that requirement. You have a lot of options for the PhD dissertation including empirical research, design projects, prototyping, testing, theory development, etc. In general, the PhD has more flexibility in the program coursework and research application in order for you to craft specific expertise to fit your interest.

The current program of study for the EdD can be found on the Learning, Design, and Technology EdD program page here:

<https://www.uwyo.edu/clad/learning-design-technology/curriculum/edd-curriculum-requirements.html>

The current program of study for the PhD can be found on the Learning, Design, and Technology PhD program page here:

<https://www.uwyo.edu/clad/learning-design-technology/curriculum/phd-curriculum-requirements.html>

A formal *program of study* document should be filed with the registrar prior to beginning the comprehensive exam. (See section VIII of this handbook for more information about the exam.)

http://www.uwyo.edu/registrar/graduate_students/Graduate_Student_Forms.html

NOTE: The PhD program is NOT accepting applications for the 2022-2023 academic semesters.

VI. Enrollment Expectations

Students are required to demonstrate satisfactory annual academic progress. The University requires that doctoral students are enrolled two of the three semesters of each year until graduation. If you are not planning to enroll in courses for more than two consecutive semesters, you should register for continuing registration credits, which carry a nominal fee.

VII. Grades

Students are expected to earn a minimum grade of "B" or "S" in each graduate-level course you take. If you border on making unsatisfactory progress (as evidenced by grades and/or less than average evaluations by department faculty), you should meet with your advisor to discuss the problem(s), review appropriate corrective measures, and establish a timeline for change. Informal attention to unsatisfactory progress will be pursued, however, the severity of the problem(s) may require more formal action.

The program defines "unsatisfactory" performance in graduate-level course work as a grade of "U" or "F" in any course or more than two grades earning below a "B." Obtaining one unsatisfactory grade of "F" or "U," more than two course grades earning below a "B," a cumulative GPA lower than a "B" average, or failure to meet all requirements of a remediation plan will result in program dismissal. Students who have been dismissed for unsatisfactory performance in graduate-level course work will not be allowed to take courses in the program as unclassified students.

VIII. Comprehensive Exam

When you are nearing the end of your graduate coursework and prior to beginning the work on a dissertation, you must successfully pass a comprehensive exam. This is to ensure that you have an understanding of key concepts in the field and are prepared to undertake the task of designing, conducting, and reporting on original research in the field. As such, the exam can cover any aspect of your doctoral coursework. The exam process allows you to demonstrate that you have the skills and knowledge associated with a professional in the field.

The comprehensive exam is a requirement of all Learning, Design, and Technology doctoral students (EdD and PhD). Students nearing the end of their coursework will coordinate the exam with the program advisor. The exam is conducted individually by each student's dissertation chair at a time coordinated among the student and the dissertation committee members.

The exam consists of three questions developed specifically for the individual student. Each student crafts a 10-page essay response to each question and submits the essays to the committee for review. (Three 10-page written response papers.) The exam is evaluated on a pass/fail scale. The written exam is typically followed by an oral defense meeting including the student and the committee members.

All questions of the exam are open book. It is expected that responses be fully cited and follow APA guidelines. All responses must be original answers written solely by the student for the comprehensive exam in response to the questions provided. You may build off of class assignments but may not submit a class assignment as an exam response. You are however encouraged to use course readings and materials as sources for your written responses. Students are expected to work independently during the exam. Questions about the exam should be directed to your program advisor.

A signed *report of final examination* form should be submitted at the conclusion of the oral defense meeting in order to update the student's degree record.

http://www.uwyo.edu/registrar/graduate_students/Graduate_Student_Forms.html

IX. Dissertation Process

The dissertation is final requirement for a doctorate in Learning, Design, and Technology. The specific structure, topic, process, and timeline of completing dissertation research is coordinated with your dissertation committee chair. Students are expected to conduct an internal proposal hearing with their committee prior to data collection. Students are also expected to conduct a public dissertation defense at which they will present their completed research and attendees may ask questions. A closed session of the dissertation defense will follow to discuss the outcome. Dissertation documents, regardless of style, must meet the guidelines of the University. A *dissertation formatting guide* is available from the Registrar.

http://www.uwyo.edu/registrar/graduate_students/Graduate_Student_Forms.html

X. Checkpoints and Graduation

Students are responsible for completing the following checkpoints throughout their program. Timelines are included in parenthesis.

1. Meet with the program advisor to discuss academic progress
(*yearly*)
2. Select dissertation committee and file committee form
(*before comprehensive exam is scheduled*)

3. File formal program of study document with registrar
(before comprehensive exam is scheduled)
4. Schedule and complete comprehensive exam
(last semester of coursework)
5. Schedule and complete oral comprehensive exam defense
(after written results are determined)
6. Schedule and present dissertation prospectus
(after successful comprehensive exam process)
7. Conduct research- appropriate IRB required if using human subjects
(after dissertation prospectus is approved by committee)
8. Schedule and present final dissertation defense
(after document is approved by committee chair)
9. File for graduation
(beginning of final semester)
10. File dissertation documents
(after successful defense and before deadline for graduation)

Students who are graduating must be enrolled in courses or continuous registration to graduate the semester of graduation. An anticipated graduation date form must be filled the semester you graduate. The Registrar's Office will communicate with the student and dissertation chair about degree audit, deadlines and expectations of filing dissertation documents once an anticipated graduation date form is received.

It is the student's responsibility to know deadlines and file necessary forms. The following is a link to instructions for filling out your anticipated graduation date. http://www.uwyo.edu/registrar/graduate_students/Graduate_Student_Graduation.html

Please note: Learning, Design, & Technology will begin using the new course prefix – LDTE – starting Fall 2021; during this transition, courses with ITEC and LDTE prefixes will be acceptable courses for the EdD and PhD programs in Learning, Design, and Technology.

Please note: Learning, Design, & Technology is NOT accepting applications for the PhD program during the 2022-2023 academic year (Including all Fall 2023 start semester applications. There is no future acceptance date set at this time.)