Doctorate of Philosophy in
Learning Design and Technology

University of Hawai‘i Mānoa
Department of Learning Design & Technology
College of Education
Honolulu, Hawaii

Student Handbook
FALL 2015 version

Additional material and updates can be found at the LTEC Web site:
https://coe.hawaii.edu/academics/learning-design-technology-letec

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Program Background

Beginning in 2015, the Department of Learning Design and Technology has a new PhD program. This program builds on an earlier specialization in educational technology within the UHM College of Education's PhD in Education that has been offered since 2007. While similar in structure, the new LTEC-PhD has slightly different requirements but continues the cohort-based curriculum that has been the hallmark of the department's graduate programs.

The PhD in Learning Design and Technology is designed to prepare influential professionals in the field of educational technology and learning design. Graduates of the program are expected to assume leadership roles in a multitude of areas, including those who work in K-12 school districts, state departments of education, and higher education institutions, as well as government, health, and corporate settings. While some may become faculty members, the field offers opportunities for leadership in many contexts. Future careers are possible in teaching, training, instructional design, curriculum development, media production, online course development, technology utilization, management, or research and evaluation.

The program centers on a community of practice model in which faculty and students work closely on design projects and research. Students are expected to participate in professional activities, including professional organizations, conferences and publishing.

The Ph.D. in Learning Design and Technology (LTEC) is one of four distinct doctoral programs available in the UHM College of Education (COE). Also available are a PhD in Educational Psychology and a PhD in Education as well as an EdD in Professional Practice. The PhD in Education has six areas of emphasis (Curriculum and Instruction, Educational Administration (Higher Education and K-12), Educational Foundations, Educational Policy Studies, Kinesiology, and Exceptionalities). As the new LTEC doctoral program begins, a few students remain in the earlier PhD in Education, educational technology area of emphasis, but all entering students as of fall 2015 are in the LTEC-PhD and are subject to the guidelines in this handbook. Students remaining in the educational technology specialization are subject to the previous guidelines for that program.

Alternative Schedule (Hybrid) or Campus Based Cohorts

The earlier ETEC specialization was solely a campus-based program, as are all the COE PhD in Education specializations. With the start of the new LTEC-PhD, the 2015 fall program will have two cohorts, one more traditionally campus based, and the other a hybrid or alternatively scheduled—a mix of campus and online classes with at least half of the program on campus. Students take required core courses with their cohorts; it is not possible to switch between the two.

Beginning Fall 2016, all students entering the program will be in the alternative-schedule program.

Campus schedule: Required campus-cohort classes meet Mondays and Wednesdays every week in Wist Hall on the UHM campus during the evening over the first two years (fall and spring terms).

Alternative schedule: The alternative scheduled classes require two weekends each semester on campus for two years (four academic fall/spring semesters) and minimally three one-week summer sessions. Online sessions for the alternative scheduled classes are also on Monday and Wednesday evenings but will not meet every week. The campus sessions are mandatory to meet UHM residency guidelines; students failing to attend will be dropped from the program.

Electives: Electives for all LTEC-PhD students may be taken online or on campus, and are offered fall, spring and summer semesters.
What is LTEC?

Learning Design and Technology covers a broad area, from formal educational settings such as schools and colleges, training in multiple workplace settings including performance support systems, and informal and personal learning environments. While most people think of technology as digitally based, in fact, within the field technology is recognized as being many kinds of tools as well as the processes within which such tools are used. Even a book or pencil can be seen as a "tool" within this definition, and education incorporates many kinds of technologies to support learning and teaching.

The LTEC department is associated with the field's international professional association, the Association for Educational Communications and Technology (AECT). AECT still uses the older term, "educational technology," but the definition remains appropriate for the areas addressed within the PhD:

*Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.*

Scholars in the field explore the uses of innovative media and technologies for education in all its settings, studying aspects from student learning and cognition to impacts on individuals and institutions. The field integrates the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning. As in all forms of applied technology, educational technology examines how theoretical knowledge and scientific principles can be applied to solve problems that arise in a social context. The field provides the research base for effective utilization of new media in education and by default is interdisciplinary in its approaches and theories. Many in the field are interested in innovation and change, with exploration of the potentials of emerging technologies for learning and teaching.

The LTEC-PhD program fits the AECT definition of an advanced program. The LTEC Master’s (LTEC-MEd) is an initial program with a focus on practice and application, while the PhD is centered on research and theory. As indicated in the AECT standards, advanced programs emphasize theory, research, and higher-level management processes which could be likened to the analysis, synthesis, and evaluation stages of Bloom’s taxonomy. Students with a primary interest in applied topics (design and multimedia) should consider the LTEC Master’s or graduate certificate programs such as the department's Certificate in Online Learning and Teaching (COLT).

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2 AECT Program Standards.
Admission Requirements

Potential students interested in being admitted to the LTEC-PhD apply both to the UHM Division of Graduate Education and to the LTEC Department. LTEC typically admits only a single cohort in the fall each year; there are no spring or summer admissions. Starting Fall 2016, all admitted students will be in the alternative-schedule program, which requires weekends on campus in fall and spring, and some weeks in the summer on campus (see alternative schedule above).

Pre-admission Advising and Virtual Tours

Because of the large numbers of applicants and the fact that many are not local to the UHM campus in Honolulu, pre-admission advising is done primarily online. We welcome questions via email or by phone calls to the department office.

A primary way to learn more about the program is through our virtual tours. In general, we won't set up personal appointments to meet with students until they have participated in one of these online sessions. Most students find that the virtual tours are the best way to learn more about program requirements. Virtual tour information is posted on the LTEC web site early in the fall semester with schedules of dates and times as well as how to access the tour online space. If you want to be notified when these will happen, send a message to the LTEC office (see contacts below) and we will put you on a list to notify you when the tours are scheduled. You don't need to sign up in advance to join a virtual tour—just login to learn more. Participation in a virtual tour is not required for applying but is highly recommended.

Application Process and Materials

Processing of admission applications begins October 1 for the following fall semester with an application deadline of February 1 (Jan 15. for international applicants). Applicants are advised to apply as early as possible. Applications not completed with all required materials by the deadline may miss the review deadline for being considered. Be sure to do both parts listed below!

1. UHM Application Materials

   UHM Graduate Education requires:
   ● Master’s degree from an accredited institution
   ● Official transcripts for all undergraduate and graduate work (with a GPA of 3.0 or equivalent)
   ● Payment of an application fee
   ● Completion of UHM Graduate Education application form specifying LTEC-PhD
   ● Residency application form
   ● Financial status verification for foreign students.
   ● There are specific additional requirements for international students, including an earlier deadline (Jan. 15) and TOEFL or IELTs scores for those from countries where the native language is not English. International students should carefully check the Graduate Education website for details: http://manoa.hawaii.edu/graduate/content/international-students

   Applications can be made to UHM Graduate Education either on-line (recommended) or via a paper application that can be printed for submission.

   Further information regarding the application process for all students, and especially regarding international student application requirements is found on the UHM Graduate Education website, http://manoa.hawaii.edu/graduate/content/prospective-students. Students should check the web site carefully for any changed requirements.

2. LTEC Application Materials
In addition, the LTEC-PhD program requires the following:

- Graduate Record Exam – GRE scores including writing (within the last five years). An exception may be granted for those students who completed the LTEC/ETEC master’s program. While this is a departmental requirement, *scores must be sent to UHM* (you fill out a sheet when you apply to take the exam that covers where you want your scores sent).

- Statement of career objectives and research interests (2 page essay) – a form is found on the Graduate Education web site

- Three (3) letters of recommendations related to the applicant’s potential to be successful in doctoral education (academic and professional references). Note that the LTEC faculty comprise the PhD Admissions Committee so do not write recommendation letters for the LTEC-PhD.

- Curriculum Vitae (resume)

- Evidence of scholarly writing and/or research ability (writing sample)

- Interview (only if requested by the department)

The LTEC items should be sent to:

Department of Learning Design and Technology
University of Hawaii Manoa
1776 University Ave., Wist Hall 232,
Honolulu, Hawaii 96822

or via email to edtech-dept@lists.hawaii.edu. Details on materials to be sent to LTEC can be found at: [https://coe.hawaii.edu/academics/learning-design-technology-ltec/phd-ltec/how-to-apply](https://coe.hawaii.edu/academics/learning-design-technology-ltec/phd-ltec/how-to-apply)

**Final Notes on Admission Requirements**

The LTEC doctoral program does not require that students enter with a Master’s degree in the field, but students with a Master’s in another field and lacking an educational technology background may be required to complete additional course work to meet expected competencies.

Note that applications cannot be processed until all the required documentation has been received by UHM. It is therefore recommended that applicants begin well before the final deadline. You do not need to complete the GRE requirement before sending other materials.

Admission is competitive for the limited number of openings, so potential students are encouraged to prepare materials carefully and completely. Meeting minimum requirements does not ensure admission.

**Financial Support**

While the department does *not* have any scholarship funds or other financial support for doctoral students, most students seeking support have been successful in finding graduate assistantships on campus after admission because of their technical expertise. These positions usually require students who are geographically located where they can be on campus regularly.

Financial aid is also available by applying for loans or scholarships through UH. Information on financial assistance may be found at the Graduate Education web site, along with information on tuition and fees.

Program Description

The PhD in Learning Design and Technology requires completion of a minimum of 40 credit hours of coursework after admission to the program. Students who attend full-time typically complete coursework in about two years prior to work on a doctoral dissertation.

The LTEC-PhD includes the Inquiry Core (12 credits of research courses), Design Core (6 credits of advanced instructional design courses), LTEC Seminar Core (9 credits), Elective Courses (12 credits, generally other LTEC courses but can be outside of LTEC with advisor permission) and Dissertation (1 credit minimum)\(^3\). Up to six credits of electives may be waived for recently taken courses, but only for those courses taken beyond the Master’s degree and usually in the LTEC department; such waivers are at the discretion of the LTEC-PhD advisors and are not guaranteed. Each student’s program will be individually designed with his or her advisor.

The doctoral core and seminar courses are designed to provide students with an in-depth knowledge of the theory, skills and practice that guide the profession of learning design and technology. Elective courses are selected by the student in consultation with an advisor to provide support for an individual’s dissertation topic; these may be additional LTEC courses or classes offered by other disciplines at UHM with permission.

Upon completion of coursework, for most after about two years, students begin the steps to dissertation (see below).

Advising

Each doctoral student is assigned an interim advisor who assists the student in setting up an individually designed course of study within the first semester of residency. This is usually the same person for all students in an entering cohort. Students are encouraged to discuss any changes in their course of study with their advisor prior to taking alternative courses.

Upon completion of coursework, doctoral students select a dissertation chair and work with that person to identify appropriate faculty committee members. The dissertation chair and committee members, including the university representative, are finalized with the approval and consent of the designated committee members (see below) and approval of UHM Graduate Education at the time of proposal defense and advancement to candidacy. The LTEC-PhD program chair works with dissertation chairs to ensure all requirements and guidelines are met.

Cohort Schedule and Course Load

The LTEC doctoral program is cohort-based and has been designed to encourage intellectual excellence and participation in a scholarly community. Students begin with a mandatory New Student Orientation, then complete one required core course and one research/inquiry course in each of the fall and winter semesters over two years. This requires a minimum of two courses per semester, and these may not be waived or substitutions made.

**Course Load:** Full-time students typically carry three courses per semester (9 credits), allowing for one elective in each of the first two semesters. It is recommended that students with full-time employment not take electives limiting enrollment to the two required cohort courses (6 credits) each fall and spring. International and scholarship students must have a minimum of eight credits for full-time status; graduate assistants require six credits.

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\(^3\) COE graduate courses are typically three credits each. For example, 9 credits will equate to three courses.
Typical Course Sequence: The required courses for the first and second year ensure that the inquiry, seminar, and design areas are fulfilled. A typical two-year program might look like this:

<table>
<thead>
<tr>
<th>Semester</th>
<th>ETEC PhD Core</th>
<th>Inquiry Course</th>
<th>Elective*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>Doctoral Seminar (3)</td>
<td>Research Design (3)</td>
<td>LTEC option (3)</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Doctoral Seminar (3)</td>
<td>Quantitative Research (3)</td>
<td>LTEC option (3)</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Advanced Design 1 (3)</td>
<td>Qualitative Research (3)</td>
<td>LTEC option (3)</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Advanced Design 2 (3)</td>
<td>Advanced Research (3)</td>
<td>LTEC option (3)</td>
</tr>
</tbody>
</table>

* Third course recommended only for students who attend full-time and do not have full-time employment.

After completing the core courses, students enroll in the Advanced Seminar (LTEC 760) to work on the comprehensive exam and proposal requirements.

Class Schedule: All LTEC core courses (inquiry, design, and seminars) are presented in a hybrid manner. Students take these with the other members of their cohort. The specific classes may vary, but in fall and spring semesters are either a seminar or design course on Mondays, with a research class on Wednesdays. Please make sure you are able to commit to the schedule when you begin the program, and plan to be present for the first course of the semester. By department policy, you may be dropped from a course if you miss the first session.

Campus students typically meet every week in Wist for classes although some may be online or in other settings. Those in the alternative-schedule cohort meet with their classes two weekends each semester; these sessions on campus are mandatory. The hybrid cohort also meets online Mondays and Wednesdays during the semester but not every week; schedules will be distributed at the start of each semester. Faculty from the two courses collaborate so the materials are complementary.

While LTEC courses are offered online or in hybrid form (part online, part face-to-face), most courses outside the department are only offered on campus and may not be open to those who cannot be on campus regularly.

Continuous Enrollment and Residency

Once a student has entered the PhD program, the University requires continuous enrollment every fall and spring semester until completion of the program (this does not include summer semesters). For the first two years, this is achieved through enrollment in the cohort core classes.

The minimum residency requirement established by Graduate Education is three semesters of full-time work or the equivalent in credits (8 credits per semester or a total of 24 credits) at the University of Hawai‘i, a schedule which is met by the core LTEC-PhD curriculum. For those in the alternative scheduled hybrid program, weekend and summer week sessions are mandatory to meet UHM residency requirements.

UHM Graduate Education requires students to complete the program within seven years from initial enrollment.

Should students have a serious issue that prevents enrollment or requires an extension of the maximum time to degree, they should consult their advisor immediately. Students who fail to maintain continuous enrollment and who have not been formally granted a leave of absence are cut from the program per Graduate Education policy. There is a form to request a leave of absence, and it is critical that you complete this if you are not able to enroll for any reason. Graduate Education drops students who are not enrolled, and it may take reapplying, including paying a fee, to be allowed to continue. The department and Graduate Education are not required to readmit students who have been dropped, so be sure to enroll or have a permitted leave of absence.
The LTEC department requires a minimum of 3 credits per semester after completing mandatory cohort courses and until students have completed their dissertation proposal and are eligible to enroll for dissertation credits. This is accomplished by continual enrollment in the Advanced Seminar (LTEC 760) each fall and spring until a student has successfully defended a dissertation proposal.

After the proposal defense has been passed, a student is a doctoral candidate and one credit is considered full time, taken by enrolling in LTEC 800, Dissertation.

**Student Review**

Students are required by Graduate Education to maintain a 3.0 cumulative grade point average, but the LTEC department has a higher standard and expects students to have a minimum of 3.0 in all doctoral courses. Failure to meet the GPA standards will lead to probation and possible dismissal from the program. Students having difficulty in a course should contact their instructor early to resolve the issues and determine what needs to be done to improve.

The department conducts yearly reviews of all doctoral students, required by Graduate Education. These reviews cover not only GPA, but general progress in learning and appropriate dispositions related to the values of professional community participation and ethical behavior and the standards of the field. The goal is to ensure that the graduates of the LTEC-PhD are individuals we will be proud to call members of the profession. Students will receive counseling and support in developing a remedial plan for areas in which there are concerns. In general, we expect all students entering the LTEC-PhD to finish and to do well, and will work with each of you to ensure that happens.

**Additional Requirements**

**UHM Graduate Division Policies:** The PhD in Learning Design and Technology adheres to all the rules and policies of UHM Graduate Education. It is the responsibility of students to become informed about all of these rules and policies. See Graduate Education Web site at [http://manoa.hawaii.edu/grad/](http://manoa.hawaii.edu/grad/)

**Departmental Requirements:** Requirements specific to Learning Design and Technology include a mandatory orientation at the start of the first Fall semester, and a laptop computer for use in all LTEC courses as well as Internet connectivity for completing assignments outside of class and participating in hybrid courses (see the ETEC web site for details: [http://etech.hawaii.edu](http://etech.hawaii.edu)). No specific software is required for the program but some courses may have you purchase software or apps in lieu of textbooks. Where possible, department policy expects faculty to use open source or freely available software, texts, and other materials.

**Professional Participation:** Students have opportunities to work on research and grant projects with faculty, and may collaborate on teaching projects. To encourage broader disciplinary affiliations and to have access to needed scholarly resources, all students are required to become members of the Association for Educational Communications and Technology (AECT) – see section on Scholarly Activities below.
LTEC PhD Course Requirements

Inquiry (Research) Core: (12 credit minimum; 4 courses)

All LTEC PhD students must complete the inquiry sequence designed to develop research skills. The Inquiry core consists of the following:

- Research Design (one course): LTEC 665
- Individual Paradigms (One each, qualitative and quantitative)
  - Qualitative Methods: LTEC 668
  - Quantitative Methods: LTEC 667
- Advanced Methods for Dissertation Research (one course)
  TBD in consultation with advisor--typically LTEC 781-Qualitative Analysis or LTEC 780-Mixed Methods, but others may be appropriate based on your dissertation research design and new courses offered by the LTEC department or others. This course may not be taken before you complete the other three inquiry classes.

The initial three inquiry courses are taken with a student's cohort in the first three fall-spring semesters. All inquiry courses provide research experience and specialized background specific to the field and may not be waived. Depending on research interests, students are encouraged to select (in consultation with their advisor) additional inquiry courses to support their dissertation studies and future career plans; these may count toward the elective requirement.

Design Core: (6 credit minimum; 2 courses)

All LTEC PhD students must complete the advanced design core courses to develop skills in instructional design and the application of learning theory. This is required even for students who took ID courses in their Master's curriculum. The Design Core consists of the following:

- Instructional Design Studio – LTEC 701
- Design Seminar – LTEC 750B

LTEC Doctoral Seminar Core (9 credits minimum; 3 courses)

The specialization seminars are intended to establish crucial elements of scholarly inquiry so that students have substantive knowledge of the field, think theoretically and critically, frame fruitful research problems, see research as socially situated, join research to appropriate methods of inquiry, collect and analyze data, and communicate with various audiences about research. As early as the first semester, students develop a paper for an international conference as part of seminar activities.

A minimum of two seminars are required as a part of the cohort experience to provide structure for the program and help develop a scholarly community. A different seminar is offered in each fall and spring semester; students may repeat a seminar topic more than once (see below).

- LTEC 750C - Seminar in Educational Technology Issues: Online Communities
- LTEC 750D - Seminar in Educational Technology Issues: The Future
- LTEC 750E - Seminar in Educational Technology Issues: Research

Students take at least one additional seminar (see below) as part of their advanced course work in the semester in which they begin work on the comprehensive examination and develop a
dissertation proposal, and must continue to enroll in this three-credit seminar each semester until they officially enter candidacy by successfully passing a defense of their dissertation proposal.

- **ETEC 760** – (Advanced) Seminar in Educational Technology Theory

**Elective Emphasis Courses (12 credits; 4 courses)**

Elective courses are generally selected from graduate-level offerings (600 level and above) within the LTEC department. Electives provide all students with a solid foundation in educational technology theory and practice while advancing their knowledge in an area of emphasis unique to each student. With advisor approval, a limited number of courses may be taken in another discipline outside of LTEC if these would contribute to the area of emphasis.

- For a complete list of courses and descriptions, see the UHM course catalog.  

The advisor may recommend additional coursework to ensure an adequate breadth and depth of knowledge in selected areas and required competencies. Students who do not have a Masters degree in Educational Technology may be required to take additional courses in LTEC to ensure an adequate foundation in educational technology.

Many students choose to take extra electives, either to support their research interests or to earn a Graduate Certificate such as the Graduate Certificate in Online Learning (COLT). The COLT program is 15 credits, so would add one elective to those already needed for the PhD.

**Dissertation (1 credit)**

Once students enter candidacy, they must enroll in one credit of LTEC 800 each fall and spring semester until the dissertation is completed. At this point, one credit is considered full-time enrollment for candidates (see below). Students must be enrolled in LTEC 800 in the semester they will finish their dissertation, which may be summer for some students.
Advancement to Candidacy

Students take their final required advanced seminar course (LTEC 760) as part of the process of moving to candidacy once coursework is completed. This final seminar provides a support system for choosing a dissertation committee, designing independent research, completing the comprehensive examination, developing a proposal, and furthering knowledge of the discipline. Continued seminar enrollment is required while completing the comprehensive examination and proposal, which may take more than one semester. Upon completion of the comprehensive examination and a successful dissertation proposal defense, students are advanced to candidacy.

The requirements for Advancement to Candidacy are completion of all coursework except dissertation credits, passing the comprehensive examination, and approval of a dissertation proposal. Once officially advanced to candidacy and with completion of Graduate Student Form II, students continue their enrollment by taking LTEC 800, Dissertation, for a minimum of one credit in each fall and spring semester until successful defense of a completed dissertation.

Formation of Doctoral Committee

A doctoral committee is formed in two steps, with the first prior to the comprehensive examination and the second at the point of defending a dissertation proposal. The student initiates the formulation of the doctoral committee, usually as part of the activities in the advanced seminar.

A doctoral committee requires five members as defined by UHM Graduate Education.

- The chair of the doctoral committee must be a full member of the graduate faculty in the LTEC PhD program.
- The majority of members must be from LTEC (three of the five members, including the chair).
- In addition, as required by the Graduate Education, one member must be from UHM but outside the LTEC degree program and be a full graduate faculty at the UHM. This individual is referred to as the "University member" of the committee. The university member is not required for the comprehensive examination but must be on the committee during the proposal defense and dissertation writing. While the LTEC program is transitioning from its former status as a specialization under the COE PhD in Education, graduate faculty from much of the COE except Educational Psychology may not serve as the “University member.” In general, your chair will help you select the university member.
- Most students select four members from LTEC. However, in some cases, one member may be from a different field related to the dissertation topic, but such members must be approved by the Department and Graduate Education. Under some conditions, this person may be from outside the College or even external to the University, but all must meet Graduate Education requirements.

Step 1: As part of the work in the advanced seminar (LTEC 760), the student identifies a potential chair in the LTEC faculty and contacts that person to make the request. Once a faculty member has agreed to serve as chair, the student in consultation with the chair identifies minimally two (or maximum three) additional LTEC faculty members to be part of the comprehensive examination process.

Step 2: After successfully completing the comprehensive examination, the chair and student identify additional committee members needed for the proposal, which must include the University Representative as described above, and if the fifth person is outside of LTEC, that person as well. The faculty members outside of LTEC are part of the proposal defense process but not the comprehensive examination.
Comprehensive Examination

The comprehensive examination assesses the student’s knowledge in research design, the field content and theory of educational technology, and the specialization areas related to her/his dissertation topic. Generally, the exam is accomplished within a year of completing required coursework except advanced seminar, and is scheduled in consultation with the student’s dissertation chair. Graduate Education requires either a written or oral examination before moving to candidacy. This examination is a departmental-controlled process; only LTEC faculty is required in the decision to pass the student.

The LTEC-PhD comprehensive examination requires students to draft a major literature review (typically this will be the second chapter of the dissertation) and develop a prospectus for their dissertation research. The literature review must follow all style guidelines for the dissertation and the APA Manual of Style. The review must cover both theory and primary research with a focus on peer-reviewed publications. The typical literature review is a well-written synthesis with a focus on recent developments in the field couched within historical traditions as well as the theoretical frameworks and philosophy of the discipline.

During the process of writing the literature review and prospectus, students are enrolled in the advanced LTEC doctoral seminar (LTEC 760) for writing support and to understand expectations. In addition, each student works closely with the chair of her/his doctoral committee on developing a high quality research design and literature review on the unique topic of her/his dissertation.

Once written, the student defends the work during an oral examination by the LTEC faculty who will be on the dissertation committee. The defense may be in person or online. The committee deliberates and votes on whether to pass or fail the student upon completion of both the written and oral exam. A student who fails the examination may try a second time per the UH Graduate Education policy, but after a second failure is dismissed from the program.

Because many faculty are nine-month employees who do research in the summer, the comprehensive exam may only be taken in fall or spring semesters.

Dissertation Proposal Preparation and Defense

After passing the comprehensive examination and meeting any additional requirements indicated by the LTEC faculty on the committee, the student enters the proposal phase.

Writing the Proposal: In this stage, the doctoral candidate prepares a formal dissertation "proposal" that must be approved in writing by their committee. For all students in LTEC, the proposal is typically the first three chapters of the dissertation (introduction to the problem, literature review, and methodology). The proposal is written in the format of these chapters in a final dissertation and follows dissertation style guidelines. All students will have completed the literature review as part of the comprehensive examination; while this is re-examined by the committee in a proposal defense the primary emphasis is the problem and methodology. Students work closely with their chair during proposal writing and continue to enroll in the advanced seminar during fall and winter semesters until the proposal has been passed.

Scheduling a Proposal Defense: Scheduling of the defense should be done at least three weeks prior to the event. The student presents the written proposal to her/his full committee at least two weeks before an oral proposal defense (see below); the document should not be sent until approved by the chair. The committee determines whether a student has passed this defense, and may ask for revisions or changes until they are satisfied the proposal meets the high standards of the department and the University. Because many faculty members are nine-month employees who do research in the summer, the proposal defense may only be done in fall or spring semesters. When possible, proposal defenses are done on campus.
**Passing and ABD Status:** A majority of the committee must approve the proposal. Upon passing the proposal defense, the committee will sign Graduate Education Form II and submit this to Graduate Education for final approval. Students who have successfully completed an approved proposal are designated as "doctoral candidates" and given the status of “All But Dissertation” (ABD). The approval of the doctoral dissertation topic (Graduate Education Form II) must be signed prior to registering for dissertation credits, LTEC 800.

**Human Subjects Requirement:** In addition, if the dissertation research involves human subjects, a letter indicating that the Committee on Human Subjects at the University of Hawaii has completed a positive review of the proposal must be submitted at the time that the student files Form II and before any collection of data. Even studies that do not fall under standard human subjects review guidelines must have a letter from the Committee stating the proposal does not need review. In some cases, students may also need to get permission for their research from the site at which the study will be conducted, particularly if this involves pre-K-12 schools.

**Continuing Enrollment:** After passing the proposal defense and with approval from Graduate Education of Form II, students enroll in LTEC 800 - Dissertation Research following the approval until the final written dissertation has been approved by Graduate Education. Students at this stage in their doctoral studies are considered full-time with enrollment for one credit. A student must be continuously enrolled Fall and Spring semesters until he or she graduates, and must be enrolled in the summer if that is the semester in which the written dissertation is being submitted.
The LTEC PhD Dissertation

For those who have never done one, a dissertation can be a daunting concept, and the rules and procedures may appear complex and confusing. While the outlines of the dissertation process are covered here, be assured that you will be learning more about it throughout your time in the LTEC-PhD program, and do not need to know every detail when you start. Some of the information and rules given in this section will be more relevant as you get closer to doing your research and writing your document. The LTEC Department has one of the best graduation rates for its students at UHM, and we provide the support and information you need to ensure your success.

What is a Dissertation?

The doctoral dissertation is a scholarly, original contribution of knowledge resulting from independent research and should be suitable for publication. It is the culminating experience of the doctoral program and as such should be a highly personal and unique experience, which will demonstrate the candidate’s ability to carry out scholarly research in the field.

The dissertation includes a critical, exhaustive, and purposeful review of the related literature, an incisive and educationally significant problem statement, a carefully delineated research methodology, as well as a systematic and accurate organization and reporting of findings, well argued conclusions and recommendations for future research and applications for practice, if appropriate. Furthermore, all dissertation research must conform to the ethical standards of the field of education, related social science and humanities fields of study, and the University of Hawai`i ethical standards for research.

The student's choice and construction of a research methodology should be appropriate to the nature and complexity of the problem, and congruent with the problem statement of the dissertation. All coursework taken towards completion of the doctorate is potentially related and relevant to the student's growing expertise, practical working knowledge, and judgment as an educational researcher and dissertation author.

At present, students may select either a traditional research dissertation based on a study and analysis of their choosing related to a problem area within the field, or may choose a "design study" based on development and evaluation of a complex product, usually over multiple iterations examined with theory and research goals in mind. The department is exploring options for other dissertation formats but these remain under review; we expect more on alternative dissertation formats in the 2015-16 academic year.

UHM Graduate Education sets the broad requirements and process for the dissertation. This includes constructing, obtaining approval for, and using appropriate consent forms, if needed, for the dissertation research project including obtaining approval for human subjects research. Regarding completion of the dissertation, it is strongly recommended that students obtain the Style & Policy Manual For Theses and Dissertations, UHM Graduate Education. General issues of style are posted on the Graduate Education web site. COE dissertations follow APA Manual of Style formatting. Students should carefully review dissertation policies at the Graduate Education web site: http://www.hawaii.edu/graduate/thesdiss/html/content.htm

The department provides dissertation templates used by most students to help with the complexity of style issues and to ensure conformance to the many guidelines. You will be introduced to the templates and other writing tools as part of your doctoral seminars.

Dissertation Research and Writing

Developing a dissertation is a highly individualized process with the student taking responsibility for collecting and analyzing data, then writing the final report. During this time, some students continue to participate in the advanced seminar for writing support but attendance is
not required. Most dissertation work is done independently, requiring strong self-motivation and good work habits. Students are not required to be present on campus but do need to consider how best to find time and energy needed to complete what most find a challenging and time-consuming but interesting task. Many students choose to participate in a dissertation support group as a way to provide community during the writing process as a continuation of the LTEC cohort structure.

It is the student’s responsibility to keep his/her chair informed of progress on a regular basis and maintain contact with committee members.

How long this process will take is highly variable, but the average time from start of the program to finished dissertation it just under five years; it can be shorter but that is not typical for students who are not full time in a PhD program.

Final Oral Dissertation Defense

The doctoral candidate will successfully defend their dissertation in a publicly open, final oral exam, which is a requirement of UHM Graduate Education and cannot be waived. The defense consists of a formal public presentation of the dissertation research, followed by questioning from the public and committee members. This final oral "examination" on the dissertation is required of all candidates for the PhD degree. The candidate’s doctoral committee conducts the examination. It is a minimum of one hour in length but is usually scheduled for two hours to ensure adequate time for committee review and discussion with the student. Graduate Education requires the defense to be during standard business hours. The department encourages students to attend defenses by other students, and generally provides an opportunity to rehearse the presentation in advance to help with preparation for the defense.

It is highly recommended that scheduling for a defense be done about two months or more in advance as all committee members must be present (even if virtually) for the defense; sometimes it is difficult to find a time that is mutually acceptable. Schedules should not be set until your dissertation advisor approves moving forward. This is usually when your advisor has seen at least a draft of all dissertation chapters.

When the chair has determined the dissertation is completed, the final document is sent to the committee no later than three weeks before the oral defense. Decisions about sharing drafts with the full committee earlier are at the discretion of the chair and committee members. Students should not send a final draft to the committee until the chair has approved the document. Failure to meet the three-week minimum for the committee to review the document may result in the need to reschedule the defense date.

The scheduled date of the defense and the title of the dissertation are submitted on a form by the student's dissertation chair to Graduate Education no later than two weeks before the event. The event information is also posted on the COE web site and emailed to COE faculty and doctoral students.

The defense/examination is typically done only during fall or spring semesters to ensure all committee members are available for the defense. The student is expected to be on campus for the defense, as is the majority of committee members, including the University Representative. Additional rules about the defense are posted on the Graduate Education web site. In some extreme circumstances, a defense may be conducted virtually, but in general the department expects students and committee members to be on campus for the defense. While there is no required date for when a defense can occur, it must be early enough in the semester in which a student expects to graduate to allow any revisions before the Graduate Education deadline for manuscripts. Following a successful defense, the student submits a signed Graduate Education Form III, which must be signed by a majority of the committee, the student, and the program Graduate Chair.
Completion of the Written Manuscript

It is typical that after a dissertation defense that students will be asked to make revisions to their draft dissertation; these may be minor or may require significant time depending on the committee’s judgment of quality. Students should allow for this additional editing time in planning on graduation dates. In some cases, where extensive editing is required, students may need to hire a professional editor to improve the final written document. Graduate Education maintains a calendar setting deadlines for submission to be eligible for graduation in a given semester, typically about six weeks prior to the end of the semester. See the UHM academic calendar for dates.

Once the changes are completed and approved by the committee, the student submits copies of the dissertation to Graduate Education along with a Form IV. The majority of the committee must sign off on the manuscript (Form IV), which is separate from signing off on the earlier defense (Form III).

The required submission formats for the completed document are listed on the Graduate Education web site. In addition, Graduate Education has several other requirements for finishing and graduation. Once students complete the dissertation defense and file Form III, Graduate Education will send a packet with information on all materials that must be submitted with the manuscript. Students should review this packet carefully to be sure all requirements are met. Students must file a Graduation Application with Graduate Education at the beginning of the semester in which they expect to finish the written dissertation. This is an important deadline.
Scholarly Activities

Students are encouraged to participate in the wider learning and technology community, including participation in and presentations at conferences, submitting publications to scholarly journals, and networking through professional online forums. Webinars, MOOCs, blogs, and other online forums provide opportunities to learn new tools and strategies for teaching and learning. All students are involved in the discipline’s professional communities as a way to be part of the needed social networks for future success and to stay current in the field.

Teaching Assistants

Although the department does not have funds to hire teaching assistants to work with faculty on course development and implementation, students may elect to gain experience in teaching and use an internship to meet one elective course requirement. This is a mentored position for teaching in the department and is done collaboratively with a faculty member in LTEC who is the instructor of record for the elective credits. A final written report is required to obtain course credit. In some cases, ABD students may be hired as lecturers but this is paid employment outside the program and may not be also used for course credits in the doctorate nor may other teaching work be used for credit. Any student hoping to work in higher education should consider serving as a teaching assistant. If interested, talk to the faculty member with whom you want to work to set up the elective internship (LTEC 689-Practicum) course credits.

Association for Educational Communications and Technology (AECT)

International Professional Association

All LTEC PhD students are required to become members of the discipline’s professional organization, the Association for Educational Communications and Technology (AECT). This membership is needed for access to publications used in required coursework, but is also appropriate for individuals who plan to become leaders in the field. AECT’s code of ethics is a foundation for the department’s programs. AECT has a student membership and offers opportunities for professional networking and conferences. AECT has a special rate for students. See the AECT web site for details – http://www.aect.org/

AECT-HI, Local chapter of AECT

Beginning in the fall 2011, the department became the sponsor of the officially-recognized Hawaii chapter of AECT. Membership is free, and is open to students, faculty, alumni and interested community members. Activities include professional development and social networking. Graduate students are the officers and the majority on the Board of Directors. All LTEC doctoral students are encouraged to participate.

Related Professional Organizations

Other professional organizations that may be of interest include but are not limited to the following: the International Society for Technology in Education (ISTE), the Association for the Advancement of Computing in Education (AACE), and the Association for Talent Development (ATD). A local ISTE chapter, HISTE, formed in 2012, will be of particular interest to K-12 educators in the program. Also of interest is the International Board of Standards for Training, Performance and Instruction (IBSTPI), with its focus on professionals in the learning design field, and AIGA, the professional association for design.

College of Education Doctoral Student Association (COEDSA)

Each doctoral student is invited to participate in COEDSA, an organization whose purpose it is to provide professional development, collegial support among students, and the development of a doctoral student "voice" and presence within the College.
ETEC Course Descriptions

Inquiry Sequence Core (12 credits)

- **LTEC 665 Research Design: Multiple Methods and Traditions (3)** Explores research methods used in educational technology with a focus on developing a design for dissertation research. Emphasis is on the use of digital technologies in data collection and analysis.

- **LTEC 667 Qualitative Research in Educational Technology (3)** Introduction to qualitative research traditions and designs. Emphasis will be on the use of digital technologies in data collection and analysis.


- Advanced research methods course: May not be taken until after the three courses above. See UHM department websites for offerings outside of LTEC; may include one of the following LTEC courses:
  - **LTEC 780 Mixed Methods Research Design (3)** Mixed methods research is designed for PhD and masters students in education and social sciences considering combining qualitative and quantitative research. Covers philosophical and practical implications culminating in a mixed methods dissertation/thesis proposal. Repeatable one time.
  - **ETEC 781 Technology in Qualitative Analysis (3)** Advanced research methods focused on management and analysis of qualitative data using technology. Reviews of different qualitative data types, analytical methods, and software. Includes independent research project. Repeatable one time. ETEC majors only. A-F only. Pre: 667 or graduate level qualitative research course.

Design Core (6 credits)

- **LTEC 701 Instructional Design Studio (3)** Covers multiple instructional design models within the context of theory and research. Through a studio approach students will focus on facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.

- **ETEC 750 (B) Seminar in Educational Technology Issues - Instructional Development (3)** Study and discussion of significant topics and problems in instructional development.

LTEC Seminar Core (9 credits) – Seminars – two from 750 level, at least one 760

- **ETEC 750 (C) Seminar in Educational Technology Issues – Online Communities (3)** Study and discussion of significant topics and problems in online communities.

- **ETEC 750 (D) Seminar in Educational Technology Issues - The Future (3)** Study and discussion of significant topics and problems regarding the future.

- **ETEC 750 (E) Seminar in Educational Technology Issues – Research (3)** Study and discussion of significant topics and problems regarding research.

- **ETEC 760 Seminar in Educational Technology Theory (3)** Doctoral level seminar for advanced students examining the theoretical foundations of research in the learning sciences and technology.

Elective Courses (minimum 12 credits)

Only courses at the 600-level or above. For full listings, go to the UHM catalog, LTEC section: [http://www.catalog.hawaii.edu/](http://www.catalog.hawaii.edu/). Courses outside LTEC may also be used as electives if aligned with the student’s emphasis or research and approved by advisor.
Doctoral Faculty in Educational Technology

The Graduate Faculty in Education (GFE) in Learning Design and Technology consists of professionally and academically qualified personnel, each with many years of experience in different aspects of educational technology. The backgrounds of the faculty complement each other so that the department can offer a strong and competent program. GFE are approved by UHM Graduate Education to meet stringent standards of scholarship and professional accomplishments.

Catherine P. Fulford, PhD, Professor (Instructional Systems) - Has a broad background in instructional systems, including needs assessment, instructional development, media production, and evaluation. Has experience in management of instructional and training systems, with emphasis in text, audio, video, and telecommunications media. Research areas are technology integration, distance education, and cognitive speed. (Full GFE)

Curtis P. Ho, PhD, Professor - Department & Graduate Chair (Educational Technology) – A specialist in interactive technologies including Internet, social media, and video for distance learning. Has extensive experience in designing instructional and training programs for all levels of education and in private sectors. Research areas are: technology integration, video and multimedia, and distance education and socio-cultural impact. (Full GFE)

Ellen S. Hoffman, EdD, Professor (Educational Leadership) – Has a background in anthropological archaeology and journalism, and technology management. Has worked as a K-12 teacher and consultant for school districts, community college, and a state department of education and served on the Board of Directors of AECT. Research areas include research methods, digital libraries, technology policy, distance education, information literacy, usability of networked information systems, and systemic change at the K-12 and higher education levels. (Full GFE)

Christine K. S. Irvine, PhD, Professor, (Professional Studies in Education) - Has a broad background in research and evaluation as well as in distance education, technology integration and organizational change in education. Has worked in radio and television, research institutes, and in university upper administration. Research areas include interaction patterns in distance education, active learning strategies in distance education, and the impact of technologies on learners and the learning environment. (Full GFE)

Peter Leong, PhD, Associate Professor (Computing and Information Sciences) – Has extensive experience in the development and delivery of online courses and distance education. Research areas include the role of social presence and cognitive absorption in student satisfaction with online learning environments and faculty development, informal learning, global connections, and virtual worlds. (Full GFE)

(Meng-Fen) Grace Lin, EdD, Associate Professor, (Educational Technology) - Has a background in programming, project management, web design, and narrative research. Research areas include online communities, open education resources, mobile learning, participatory learning and educational use of social media tools including twitter, wikibooks and youtube. (Full GFE)

Paul B. McKimmy, EdD, Specialist (Educational Leadership) - Has a background in training design for education and business, continuing education, technology management, and application of information technology. Microsoft Certified Systems Engineer and Distance Education Certified Professional with experience working with distance delivery of courses and programs. Research areas are distance education, open software, and asynchronous instructional design. (Associate GFE)
Michael Menchaca, EdD, Professor, (Educational Technology) - Has expertise in online learning, community-based learning, staff development, graduate programs, technology standards, and instructional design. He has collaborated and consulted with K-12 schools, districts, and county offices. Research areas are: educational technology, online teaching and learning, distributed/distance education, multiculturalism and social justice, and communities of practice. (Full GFE)

Seungoh Paek, PhD, Assistant Professor, (Instructional Technology & Media) - Experience in design and development of innovative technology and research on the impact of instructional technology on learning across age levels; research and evaluation to support development, implementation, and testing of new pedagogical approaches aimed at transforming education in both K-12 and higher education settings; expertise in statistical analysis and evaluation. (Full GFE)
Summary: Doctoral Studies Progression

1. Application and admission to the program
2. Mandatory new student orientation (weekend in August only – on campus)
3. Interim advisor consultation (file Graduate Education Form I)
4. Plan and approval of a PhD course of study
5. First year mandatory PhD course work requirements (two courses per semester, fall & spring)
6. Second year mandatory course work requirements (two per semester, fall & spring)
7. Continuation of course work to meet all elective requirements
8. Take final LTEC advanced doctoral seminar (required enrollment until candidacy achieved)
9. Formation of dissertation committee for comprehensive examination (non-LTEC members not required at this stage)
10. Complete short dissertation prospectus and literature review (Chapter 2 of dissertation)
11. Oral comprehensive examination with LTEC faculty on dissertation committee
12. Add non-LTEC dissertation committee member(s) including University Representative
13. Dissertation proposal written and defended
14. Approval of Dissertation Proposal (file Graduate Education Form II)
15. Approval from UHM IRB of dissertation research (required with Form II)
16. Form II approved by Graduate Education
17. Enrollment for dissertation credits (LTEC 800) continuous until graduation
18. Dissertation research and writing
19. Schedule Oral Defense date, final document to committee no later than three weeks prior to the defense
20. Final public Oral Defense of the dissertation (file Graduate Education Form III)
21. Complete Graduation Application in the beginning of semester manuscript will be done
22. Submission of the dissertation manuscript to UHM Graduate Education, and completion of all Graduate Education requirements (file Graduate Education Form IV)
23. Graduation and awarding of PhD
Summary: LTEC PhD Course Requirements

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<tr>
<th>Courses</th>
<th>Possible Sequence (with cohort)</th>
<th>Course Taken</th>
<th>Semester Taken</th>
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<tbody>
<tr>
<td><strong>Inquiry Core: (12 credits)</strong></td>
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<tr>
<td>Research Design, LTEC 665</td>
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<td>Fall 1</td>
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<td>Individual Paradigms:</td>
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<td>Qualitative Methods, LTEC 667</td>
<td>Fall 2</td>
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<td>Quantitative Methods, LTEC 668</td>
<td>Spring 1</td>
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<tr>
<td>Advanced Methods for Dissertation Research</td>
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<td>(approved by advisor, may be LTEC 780/781)</td>
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<td><strong>LTEC Seminars: (9 credits)</strong></td>
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<td>Seminar 1 LTEC 750 (C, D, or E)</td>
<td>Fall 1</td>
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<td>(one each first fall &amp; spring, one add’l after first year)</td>
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<td>Seminar 2 LTEC 750 (C, D, or E)</td>
<td>Spring 1</td>
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<tr>
<td>Advanced seminar LTEC 760*</td>
<td>Summer or Fall 3</td>
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<td><strong>Design Core: (6 credits)</strong></td>
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<td>Design Studio LTEC 701</td>
<td>Fall 2</td>
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<tr>
<td>Seminar: Instructional Design LTEC 750B</td>
<td>Spring 2</td>
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<tr>
<td><strong>Elective Emphasis: (12 credits)</strong></td>
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<tr>
<td><strong>Dissertation: LTEC 800 (1 credit minimum)</strong></td>
<td>After advancement to candidacy</td>
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Note: all graduate courses are 3 credits except where indicated, only courses 600 or above count for doctoral credit

* Seminar enrollment required spring and fall after course completion and until student is formally a candidate.

** After advancement to candidacy, must enroll for minimum one dissertation credit every fall and spring until completion. Must be enrolled in semester of completing the dissertation.
Student Learning Outcomes

All degree programs at the UHM are designed to achieve programmatically defined student learning outcomes (SLO). The SLOs for the Learning Design and Technology doctorate are based on the Association for Educational Communications and Technology (AECT) standards with an emphasis on the research component and are grounded within the UHM College of Education Conceptual Framework.

UHM COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society—The College of Education envisions a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society. The College aims to enhance the well-being of the Native Hawaiian people and others across the Pacific Basin through education.

Candidates will:

(Knowledge) Demonstrate theoretical and conceptual knowledge in the broad issues of education and in the skills, knowledge and problems within the field of educational technology.
  o Demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.
  o Demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

(Research) Apply an inquiring and critical approach to issues and possible solutions to problems in education.
  o Apply appropriate research methodologies to address problems, enhance practice, and contribute to the knowledge base of the field.

(Professional Ethics) Develop a deep respect for the public trust that is invested in them as future intellectual and social leaders in the field of education.
  o Conduct research and practice using accepted professional and institutional guidelines and procedures.
Program Contacts

For information about the LTEC-PhD contact:

Many general questions about programs, admissions, and requirements are best addressed by UHM College of Education Advise-Me online help: http://info.coe.hawaii.edu/advise-me

For questions specific to the LTEC-PhD, contact:
   Ellen Hoffman, LTEC PhD Coordinator
   Learning Design and Technology Department, Wist Hall 230
   College of Education, University of Hawai‘i at Manoa
   1776 University Avenue, Honolulu, Hawai‘i, 96822,
   Email: ehoffman@hawaii.edu
   Phone: 808-956-3904

   The administrative office for the LTEC department is located in Wist 232. Contact the department administrative specialist, Kitty Hino, for support on administrative issues regarding the LTEC PhD. Email: edtech-dept@lists.hawaii.edu Phone: (808) 956-7671.

   Updates and additional detail on the LTEC PhD and department can be found at the LTEC web site: https://coe.hawaii.edu/academics/learning-design-technology-ltec

Applications for admission may be found on the University of Hawai‘i at Manoa Graduate Education Web site.
   http://manoa.hawaii.edu/graduate/content/prospective-students