

**Instructional Systems Design and Technology (ISDT)**

**Doctoral Program Handbook**

Department of Library Science and Technology

Sam Houston State University

Updated: 4/19/2021<sup>1</sup>



**Sam Houston State University**

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<sup>1</sup>This handbook is subject to revision for the purpose of supporting ISDT students effectively.

**Revision Note for the 4/19/2021 Version**

- (4/19/2021) Clarified the dossier and dissertation timeline in II. Coursework. 1. Course List
- (3/05/2021) Added the dossier and dissertation timeline in II. Coursework. 1. Course List

**Revision Note for the 2/4/2021 Version**

- (2/26/2021) Added the Graduate School's Dissertation Process Requirement
- (2/4/2021) Clarified the dissertation proposal and defense scheduling
- (11/13/2020) Added the dossier access issue policy
- (10/16/2020) Removed the GRE requirement for application

**Revision Note for the 8/23/2020 Version**

- (8/23/2020) Updated Program Core Faculty and Program Affiliated Faculty
- (8/23/2020) Added the signature support information (i.e., Grad Hub is assisting candidates to get signatures on their dissertation-related documents)
- (8/23/2020) Added Student Resources (Grad Hub)
- (8/3/2020) Course prefix change from COUN 7374 to ISDT 7375 in II. Coursework.

**Revision Note for the 5/26/2020 Version**

- (5/26/2020) Added the IP (In Progress) information in Ch 6. I.1. Financial Aid and Scholarships.
- (5/19/2020) Changed Doctoral Program Assistant.
- (4/27/2020) Added the link of Vireo submission (in Ch 5.II.3. Dissertation Defense).

**Revision Note for the 4/22/2020 Version**

- (4/22/2020) Added the link of dissertation checklist and deadlines from the library (in Ch 5.II.3. Dissertation Defense)
- (4/6/2020) Added "All Courses are full 15-week courses." in Ch 2. II.1.
- (3/31/2020) Added more information in Ch 5. II. 6. Transfer of Credit.
- (3/30/2020) Added the maximum dissertation credit hour policy (Ch 5. II.1. Dissertation Writing and Enrollment Requirement)
- (3/16/2020) Added Marketable Skills (Ch 1. III).

**Revision Note for the 3/5/2020 Version**

- (3/5/2020) Clarified the dissertation committee number.
- (2/27/2020) Updated the committee formation information (Ch 5. I. 1. Dissertation Chair and Committee).

**Revision Note for the 2/24/2020 Version**

- (2/21/2020) Revised the coursework sequence (Ch 2. II. Coursework)
- (2/24/2020) Updated the Grad Hub forms



- Dissertation Committee
- Dissertation Proposal Defense
- Dissertation Final Defense

**Revision Note for the 2/17/2020 Version**

- (2/17/2020) Updated the Dissertation Proposal and Defense Scheduling Form (Grad Hub)
  - Dissertation Proposal Scheduling
  - Dissertation Defense Scheduling

**Revision Note for the 2/13/2020 Version**

- (2/13/2020) Added CHAPTER 3. DEGREE PROCESS IN A NUTSHELL.
- (2/13/2020) Fixed the form information (Ch 4 and Ch 5).



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## CHAPTER 1. INTRODUCTION

### I. Program Contact and Faculty Information

#### 1. Director

- Name: Donggil Song, Ph.D.
- Office: Teacher Education Center, Room 136; 1908 Bobby K. Marks Drive, Huntsville, TX 77340
- Phone: 936-294-2696
- Email: [song@shsu.edu](mailto:song@shsu.edu)

#### 2. Program Core Faculty

- Donggil Song, Ph.D. (Doctoral Program Director, Master's Program Coordinator, Assistant Professor, [song@shsu.edu](mailto:song@shsu.edu))
- Kimberly N. LaPrairie, Ph.D. (Associate Professor, [Dr.L@shsu.edu](mailto:Dr.L@shsu.edu))
- Shonn Sheng-Lun Cheng, Ph.D. (Assistant Professor, [scheng@shsu.edu](mailto:scheng@shsu.edu))

#### 3. Program Affiliated Faculty

- Marilyn Rice, Ph.D. (Professor, [edu\\_mpr@shsu.edu](mailto:edu_mpr@shsu.edu))

#### 4. Doctoral Program Assistant

- Ms. Magen Jordan (COE Grad Hub: 936-294-4857, [COEGradHub@shsu.edu](mailto:COEGradHub@shsu.edu))
- Student Resources (Grad Hub)
  - <https://www.shsu.edu/academics/education/graduate-programs/student-resources>

#### 5. Website

- Program Page: <https://www.shsu.edu/programs/doctorate/instructional-systems-design-and-technology/>
- Faculty page: <https://www.shsu.edu/academics/library-science/isdt-faculty.html>

*Note: It is a student's responsibility to read this handbook, be knowledgeable of its contents, and comply with the standards set forth herein.*



## II. Background of Sam Houston State University

Sam Houston State University, located in Huntsville, Texas, is committed to the development of its creative resources so that it can adapt to the changing educational needs of a diverse constituency while maintaining the highest quality in the traditional curricula. The institution was created by the Texas legislature in 1879 as Sam Houston Normal Institute to train teachers for the public schools of Texas. During the following four decades, instruction was offered in the natural sciences, agriculture, home economics, manual training, geography, sociology and foreign languages. The baccalaureate degree was first awarded in 1919.

The next twenty years witnessed rapid and dramatic changes, including a name change to Sam Houston State Teachers College in 1923. Two years later, the college was admitted to membership in the Southern Association of Colleges and Schools (SACS) as an accredited institution of higher learning. The institution began to expand its programs, and a graduate degree was authorized in 1936, a development which expanded the curriculum from its sole emphasis on teacher training to emphasize preparation in a variety of fields.

Following World War II, an increase in students and faculty, as well as a wide range of faculty-research activities, provided impetus for the emergence of a multipurpose institution. By 1960, about 25% of the graduating seniors were receiving degrees in fields other than teaching. Degrees were offered in the social and communication sciences, the biological, physical and soil sciences; business administration; the fine arts; the humanities; and education. A growing emphasis on research allowed faculty to make significant contributions in their fields beyond the classroom and these activities were accompanied by an increasing diversity in the student body, as more out-of-state and foreign students began seeking degrees at Sam Houston. In recognition of these developments, the institution's name was changed by the Texas legislature to Sam Houston State College in 1965, and in that year the Texas legislature established The Institute of Contemporary Corrections and the Behavioral Sciences as an integral part of the institution.

During the following years, there was a rapid increase in the enrollment of students with diversified backgrounds, interests and aspirations, which necessitated continuous examination of programs, faculty, and facilities. The number of graduate degrees conferred increased significantly in the late 1960's, and the Texas legislature, recognizing the changes that had taken place during the course of the institution's history, changed the name to Sam Houston State University in 1969.

In the 1970's, the university continued to expand its offerings by adding degree programs in computer science and environmental science. New graduate degrees such as the Master of Library Science, the Master of Fine Arts, and the Doctor of Philosophy in Criminal Justice were added. These additions were accompanied by significant improvement in faculty credentials and growth in faculty research activities.

Currently Sam Houston State University (SHSU), a member institution of the Texas State University System, has grown academically into seven colleges: Business Administration, Criminal Justice, Education, Fine Arts and Mass Communications, Health Sciences, Humanities and Social Sciences,



Science and Engineering Technology. The university is recognized regionally, nationally, and internationally for the quality of its faculty and programs. Students are offered an extensive range of bachelor's and master's degrees, as well as the Doctor of Philosophy Degrees in Clinical Psychology, Counselor Education, Criminal Justice and Forensic Science. Doctor of Education Degrees are offered in Educational Leadership and Literacy. In recent history, SHSU has celebrated the addition of two new fully-online doctorate degrees: the Doctor of Education in Developmental Education Administration and the Doctor of Education in Instructional Systems Design and Technology.

Sam Houston State University's College of Osteopathic Medicine welcomed its inaugural class for the 2020-2021 academic year.. The mission of the College of Osteopathic Medicine is closely aligned with that of the university and is designed to promote primary care, and change the medical workforce in Eastern Texas, where the need is great.





### **III. Vision, Mission, and Goals, Instructional Systems Design and Technology Ed.D.**

#### **1. Vision**

The vision for the Instructional Systems Design and Technology Doctoral Program is to be a national scholar and leader in producing quality instructional/learning/training technology experts and professionals with the knowledge, skills, and dispositions to positively impact the scholarship and practice in instructional, learning, and training technology fields.

#### **2. Mission**

This program prepares future-ready technology leaders and scholars to direct and guide the integration of technology, facilitating collaboration in life-long learning. It is crucial that we embrace the ever-increasing development of technological tools and support educational/instructional/training practitioners in implementing them more effectively. This bolsters the success and learning of P-16 students, strengthens the country's education system, and improves the effectiveness of employees in public/private industry. Furthermore, doing so will not only increase the quality of instruction, but will also teach learners the value of technology both in educational institutions and in the workplace.

#### **3. Goals**

The objectives of the Doctor of Education Degree (Ed.D) Program in Instructional Systems Design and Technology exemplify the best research-based educational practices in assessment, service delivery, research, and collaboration. Specifically, the core elements are organized around:

- Outcomes of learning the practice of research (having substantive knowledge of the field, designing research),
- Acquiring knowledge and skills (understanding major controversies or theoretical positions, articulating researchable questions, etc.), and
- Developing habits of mind (being curious about how others have thought about an area, willing to change one's mind based on argument or evidence).

Candidates will be prepared to fill leadership roles in domains of research, consultation, and personnel preparation. The program seeks to prepare educators who can fulfill professional roles, primarily in school-based settings, higher education institutions, and business and industry organizations.

#### **4. Marketable Skills**

The Texas Higher Education Coordinating Board marketable skills initiative is part of the State's 60x30TX plan and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.



- Identify learning, instructional, and training problems and needs
- Use technology to solve learning, instructional, and training problems
- Design theory and research-based learning, instructional, and training environments
- Evaluate and assess learning, instructional, and training environments and programs
- Analyze learning, instructional, and training data using statistical and computational methods
- Write, edit, proofread, and critique scholarly research papers and grant proposals
- Present learning, instructional, and training ideas creatively using technology
- Work on a virtual team efficiently and effectively

### **5. Program Description and Objectives**

The Doctorate in Instructional Systems Design and Technology is an online professional practice and scholarly doctoral program designed to prepare individuals to lead the integration of technology in instructional systems. Primarily, this doctoral program prepares individuals as leaders of instructional technology in PK-16 education. These prepared technology leaders will guide districts, campuses, and instructors toward achieving meaningful integration of technology. Secondly, the program prepares people in business and industry to lead in the improvement of technology integration as it relates to training and continuing education programs. Tertiary to the first two categories, the degree produces instructional technology leaders who are working in a school district, community college, university, or business in a support and service role regarding instructional design, assessment of learning/management systems, networking, and assessment/implementation of instructional software.

Candidates who complete the doctoral degree, serving as leaders in instructional/learning technology, will be able to:

1. Inspire and lead the development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all learners.
3. Promote an environment of professional learning and innovation that empowers educators to enhance learning through the infusion of contemporary technologies and digital resources.
4. Provide digital-age leadership and management to continually improve the organization through the effective use of information and technology resources.
5. Model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.



## CHAPTER 2. GETTING STARTED

### I. Application

#### 1. Application Requirements

- A Graduate Admissions Application with the application fee.
- Official transcripts showing receipt of a baccalaureate degree and a master's degree from an accredited institution. Candidates for admission to the professional practice Doctoral Program in Instructional Systems Design and Technology must have a Masters Degree in Instructional Systems Design and Technology or a similar degree which includes the foundational knowledge required for this proposed program. Documentation of the candidate's graduation from accredited institutions at the baccalaureate and masters level will be required.
- Three letters of recommendation from education or direct service settings, two of which should refer to direct experiences with instructional technology design, and can speak to the candidate's potential for success in a doctorate program.
- A sample of the candidate's professional work such as a published article and/or an example of experience in instructional technology design. This product should provide evidence of the candidate's potential for doctoral-level scholarship and should be accompanied by a Statement of Purpose. This Statement of Purpose will include the candidate's professional goals, research interests, experience in the coursework.
- A current résumé or vita.
- Preferred: A minimum of three years of teaching, direct services, administrative experience with technology, instructional design either in school, administrative, or business/industry. The types of professional experiences in an applicant's background will be viewed as evidence of both direct service tools, as well as commitment to the field of instructional technology.
- Applicants should hold a master's degree in a related field, and have a graduate GPA of 3.5 or higher. In addition, three years of full-time professional experience in a credible school, agency, or organization is required.
- Applicants meeting the above criteria may be asked to complete the interview stream interview, and the candidate's recorded responses to the doctoral admissions committee's questions will be reviewed. This interview stream provides the candidate an opportunity to demonstrate potential leadership, commitment to service, and an interest in applied research. An applicant who fails to meet one of the criteria may receive probationary admission if the applicant is sponsored by a doctoral faculty member.
- All application materials are to be submitted to: Office of Graduate Admissions, Sam Houston State University Box 2478, Huntsville, TX 77341-2478
- Information about admission to the Instructional Systems Design and Technology Ed.D. Program and relevant links can be found at <https://www.shsu.edu/programs/doctorate/instructional-systems-design-and-technology/>



- The application deadline is **March 1** each year (for all items listed above). If you do not meet this deadline, you may submit an application beginning September 1 for the next year's cohort. New cohorts begin each fall semester only.



## II. Coursework

New candidates will receive an orientation from a program representative via video conference. Each semester candidates will be advised of particular courses in which to enroll. Before registering for classes, candidates will be required to activate a computer account, establish an SHSU email address, and obtain an official university (Berkat One) identification card. The SHSU email account should be monitored daily as it will be a primary means of communication with candidates throughout the program. The bacterial meningitis vaccination typically required for new SHSU students will be waived because of the program's online format. Additionally, this degree does not have a residency requirement. Initial steps for beginning candidates, payment instructions, and links to helpful resources can be found on the Graduate Studies' website at

<https://www.shsu.edu/dept/accepted-students-berkat-orientation/accepted/checklist/graduate.html>

### 1. Course List<sup>2</sup> (and Milestones)

- Semester #1, Fall (Year 1)
  - ISDT 7352. Instructional Planning
  - ISDT 7353. Professional Development
- Semester #2, Spring (Year 1)
  - ISDT 7350. Issues in Instructional Technology
  - EDER 7365. Statistical Methods
  - **[Recommended: Dossier Planning Meeting]**
- Semester #3, Summer (Year 1)
  - ISDT 7351. Distance Learning II
  - ISDT 7354. Leadership in Technology Admin
- Semester #4, Fall (Year 2)
  - ISDT 7315. Educational Network Design
  - EDER 7362. Methods of Educational Research
- Semester #5, Spring (Year 2)
  - ISDT 7325. Technology Sustainability
  - EDER 7372. Introduction to Qualitative Inquiry
  - **[Requirement: Dossier Draft Submission]**
- Semester #6, Summer (Year 2)
  - ISDT 7355. Program Evaluation
  - ISDT 7385. Doctoral Internship
- Semester #7, Fall (Year 3)
  - ISDT 7335. Mgmt Application Analysis
  - EDER 7374. Advanced Statistical Methods
  - **[Requirement: Dossier Submission]**

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<sup>2</sup> Subject to Change; All Courses are full 15-week courses.



- Semester #8, Spring (Year 3)
  - ISDT 7336. Instructional Design Assessment
  - ISDT 7388. Doctoral Field Studies
  - **[Recommended: Dissertation Committee Formation]**
- Semester #9, Summer (Year 3):
  - ISDT 7391. Application of Research
  - ISDT 8333. Doctoral Dissertation
- Semester #10, Fall (Year 4):
  - ISDT 8333. Doctoral Dissertation
  - **[Recommended: Dissertation Proposal]**
- Semester #11, Spring (Year 4):
  - ISDT 8333. Doctoral Dissertation (The continuous enrollment of ISDT 8333 is required until the completion of study and dissertation completion)
  - **[Recommended: Dissertation Defense]**

A complete list of program courses with descriptions can be found in the graduate catalog and on the program websites:

- <http://catalog.shsu.edu/graduate/>



### CHAPTER 3. DEGREE PROCESS IN A NUTSHELL

1. Completion of the Coursework (except the Doctoral Dissertation courses)
2. Doctoral Dossier Pass (see Chapter 4)
3. Check The Graduate School's Dissertation Process Requirement
  - a. <https://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>
4. Dissertation Committee Chair and Member Formation
  - a. Complete *COE Doc Program Dissertation Committee Form*
5. Dissertation Proposal Scheduling and Notification
  - a. 3 weeks prior to the proposal:
    - i. Complete *COE Doc Program Dissertation Defense Scheduling Form*
    - ii. Send the proposal draft to the chair(s) and committee members
6. Dissertation Proposal (see Chapter 5)
  - a. Complete *COE Doc Program Dissertation Proposal Defense Form*
7. The Internal Review Board (IRB) Process
  - a. Only after the completion of the dissertation proposal defense form.
    - i. <https://www.shsu.edu/dept/office-of-research-and-sponsored-programs/compliance/irb/>
8. Conduct Dissertation Research (see Chapter 5)
9. Dissertation Defense Scheduling and Notification
  - a. 3 weeks prior to the proposal:
    - i. Complete *COE Doc Program Dissertation Defense Scheduling Form*
    - ii. Send the dissertation draft to the chair(s) and committee members
10. Dissertation Defense
  - a. Complete *COE Doc Program Dissertation Final Defense Form*
  - b. Complete the routing form and receive all approvals
    - i. [https://forms.shsu.edu/PerfectForms/PresentationServer/\(S\(1fgvk5m2mnroxhl1z5qixq2z\)\)/Form.aspx/Play/GiAgAgEh?f=GiAgAgEh](https://forms.shsu.edu/PerfectForms/PresentationServer/(S(1fgvk5m2mnroxhl1z5qixq2z))/Form.aspx/Play/GiAgAgEh?f=GiAgAgEh)
  - c. Complete the Vireo submission and receive all approvals
    - i. <https://shsulibraryguides.org/thesisguide/vireo>
  - d. Check the other requirements and deadlines from the library
    - i. [https://shsulibraryguides.org/thesisguide/checklist\\_and\\_deadlines](https://shsulibraryguides.org/thesisguide/checklist_and_deadlines)
11. Finalizing
  - a. Submit the final copy of the dissertation and necessary approval documents to the SHSU Library for final approval
  - b. Attend the commencement ceremony

**Note 1.** Grad Hub is assisting you to get signatures on your dissertation-related documents (e.g., committee form, scheduling, proposal, etc.). After communicating with your chair and committee members, you draft a relevant form with all the information you can put, then send it to Ms. Magen Jordan (mlj032@shsu.edu, Doctoral Program Coordinator - COE Grad Hub) with the signature information (e.g., chair, committee members, director's emails). Then, Ms. Jordan will obtain proper signatures through Adobe Sign. Please remember that you should communicate with your chair and committee members before sending the form to Ms. Jordan.

**Note 2.** The dissertation process should be done while remaining continuously enrolled in ISDT 8333.



## CHAPTER 4. DOCTORAL DOSSIER

### I. Introduction

In Semester #7, Fall (Year 3), a comprehensive examination, we call it **dossier**, will be taken. The doctoral dossier serves to organize and present evidence of competencies attained by the individual candidate within the Doctorate in Instructional Systems Design and Technology (ISDT) Program. The program is intended to provide you with the knowledge, skills, dispositions, and experiences necessary to be successful in the field. Your dossier will serve as the primary evaluative artifact for your qualifying comprehensive exam prior to your admission to candidacy in the program. In addition, it will serve as the start of your scholarly vita/resume as you prepare to join one of the areas in the field. All dossiers need to be created and submitted electronically as a form of digital portfolio.

The dossier demonstrates Professional Competencies in Scholarship, Learning Design, and Service. Your dossier must represent more than routine competence, even if that competence is accompanied by conscientious effort and enthusiasm. Similarly, it must reveal more than sheer quantity of effort. The dossier should stand as evidence of quality scholarship, learning design, and service on the part of the doctoral candidate it represents.





## II. Candidate Review Overview

There are three key evaluation milestones in which you will participate before you are nominated for candidacy. They are:

	When	How	Significance
#1. Dossier Planning Meeting	Year 1 Spring (Semester #2)	Closed meeting with ISDT faculty	Faculty provides feedback about observations of the candidate's performance over the past two semesters. Candidate also provides feedback about the program and a self-assessment of your performance in the program at this point.
#2. Dossier Draft Review	Year 2 Spring (Semester #5)	Submission of the dossier draft online	This is a developmental review. The committee gives you feedback on the direction, amount, and quality of your work.
#3. Dossier Review	Year 3 Fall (Semester #7)	Submission of the dossier online  AND  Video presentation	1. Final Submission of Dossier: The Dossier is considered to be your "written comprehensive/qualifying exam" 2. Video Presentation: Your presentation is considered to be the equivalent of your "oral comprehensive/qualifying exam." Following this review, you will be nominated for candidacy.

The dossier is a cumulative document, growing more comprehensive and reflective of your content knowledge and understanding with each review. It is to your advantage to include as much of your best work as possible at each review, while not rushing so that the dossier lacks quality components. Following the Dossier Draft Review, you will write a reflection addressing the feedback about your progress so far and especially about what you need to do for the successful Dossier Review. This reflection from the Dossier Draft Review should be included in the dossier.



### III. Organization of the Dossier

The doctoral dossier is a professional digital portfolio. The ISDT candidate may select a website building tool of your own choosing for the dossier. The organization of the content/pages must be as specified within these guidelines.

The dossier should be organized in the exact order shown here. At Dossier Draft Submission, some of the sections of the dossier might not be filled, but the placeholders for those sections should appear nevertheless.

Items from Dossier Draft Review will typically remain in the dossier for Dossier Review (unless they are clearly revised versions of papers, for example), although they may not be reviewed again if they were considered final in the Dossier Draft Review. The Dossier Review will include a Revision List, indicating which items in the Dossier Review replaced items from the Dossier Draft Review.

There are two important conditions regarding the content. First, all evidence offered should be published, presented, or conducted no longer than **two (2) years prior to admission** to the ISDT Doctoral Program. Second, if your dossier has any reviewer **access issues** (e.g., requires any access permissions of Google Docs) so it cannot be reviewed, **the score for those items will be counted as 0.**

At the conclusion of the entire review sequence, your dossier will be a complete record of the evidence you have presented to demonstrate your competencies.

1. Candidate Statement
2. Evidence of Scholarship
3. Evidence of Learning Design
4. Evidence of Service
5. Reflection of Feedback
  - a. From the draft review verified by the ISDT Doctoral Dossier Committee, accompanied by a Revision List



## IV. Components of the Dossier

### 1. Candidate Statement

Your statement consists of three major sections and is expected to evolve from one review to the next. The statement should be 5-7 pages long at the Dossier Draft Review and no longer than 12 pages by the Dossier Review. The statement should be an essay rather than simply bulleted items or a listing of the work included in the dossier.

#### 1. 1. Goals

The goals statement should describe your professional (i.e., career) goals for scholarship, learning design, and service, as well as the coherence and integration of your goals in these three areas. Your statement should demonstrate that your learning design, scholarship and service work are becoming more integrated and focused over time spent in the program, but do not provide a chronological history of your work. Your statement should address explicitly how your efforts in all areas are contributing to a well-defined professional profile. You should also describe how your work fits into the field.

Goals statements and plans for documenting competencies demonstrate a clear sense of career direction, awareness of emerging focus, and realistic plans for integrating efforts across learning design, scholarship and service. Activities appear to be undertaken strategically, rather than haphazardly, to align them with stated goals.

#### 1. 2. Focus Area

The description of primary focus area and its selection statement identifies:

- The focus area knowledge you believe you will need, given your career goals, and
- Which parts of that knowledge you believe you have already acquired, along with reference to evidence (of each such competency) that you include in your dossier and the date on which you acquired or documented that evidence.
- This statement should be coordinated with your professional (career) goals statement so that it is clear how your selection of “scholarship, learning design, and service” activities is supporting your goals.

#### 1. 3. Knowledge and Expertise

The dossier reviewers will also look for evidence of appropriate breadth of knowledge across the focus areas of Instructional Systems Design and Technology, given the context of your interests and depth of focus as expressed in your goals statement. You should identify expertise outside your primary focus area that is related to your primary focus area, and identify the interrelationships.

### 2. Evidence of Professional Competency in Scholarship

#### 2. 1. Introduction



Write an introduction to this section that includes:

- How your scholarly efforts fit into your evolving, individual research agenda
- Your approach to scholarship or philosophy of scholarship

### **2. 2. Primary Evidence**

Provide the following primary evidence for competency in Scholarship:

- Two best literature reviews (drawn from coursework and/or independent work)
- A research paper submitted to a peer reviewed journal
  - (if available) together with reviewer feedback
- A scholarly presentation at a conference

### **2. 3. Supplementary Evidence**

Explain how you are working toward addressing a minimum of one Supplementary Evidence in Scholarship. This will vary depending on your goals and focus area. Examples include but are not limited to:

- Independent research project report
- Pilot study report
- Grant proposal
  - Submitted and either accepted or rejected, together with reviews from funding agency
- Publication
  - Refereed and non-refereed journal articles
  - Book chapters
  - White papers
  - Funded project reports
  - Annotated scholarly bibliographies
  - Significant & relevant web publications
- Other creative work relevant to focus area

## **3. Evidence of Professional Competency in Learning Design**

### **3. 1. Introduction**

Write an introduction to this section that includes:

- How the evidence you offer fits into your evolving competency in learning design
- Your perspective on or philosophy of learning design

### **3. 2. Primary Evidence**

Provide the following primary evidence for competency in Learning Design:

- Instructional plan and course/training materials resulting from preparation of a sustained learning experience
- Evaluations



- Evaluations and/or peer observations accompanied by learner/trainee work samples resulting from teaching a course/training, and/or
- Co-instructor's description and evaluation of your role for (team/volunteer) teaching that encompasses a significant portion of a course/training, together with evaluations and samples of learner/trainee work

### **3.3. Supplementary Evidence**

Explain how you are working toward addressing a minimum of one Supplementary Evidence in Learning Design. This will vary depending on your goals and focus area. Examples include but are not limited to:

- Course/training materials
- Curriculum materials
- Syllabi, materials, evaluations or observations and, where possible, sample learner/trainee work from:
  - Workshops
  - Tutorials
  - Classroom/training activities
- Co-instructor's description and evaluation of your role for team or co-teaching in online, face-to-face, or blended courses/training
- Description and supervisor's assessment of sustained teaching in an informal learning environment
- Report(s) of evaluation of instructional/learning materials
- First, single or co-authored publications related to instruction/training
- Conference presentations related to learning design

## **4. Evidence of Professional Competency in Service**

### **4.1. Introduction**

Write an introduction to this section that includes:

- How the evidence you offer fits into your evolving competency in service to the profession
- Your perspective on scholarly service activities

### **4.2. Primary Evidence**

Provide the following primary evidence for competency in Service:

- Project documentation and/or letter describing and acknowledging significant service in a venue related to scholarship such as:
  - a department, school, or university committee, community educational organization, or local, state or national professional organization.

### **4.3. Supplementary Evidence**



Explain how you are working toward addressing a minimum of one Supplementary Evidence in Service. This will vary depending on your goals and area(s) of interest. Examples include but are not limited to:

- Reviews you have conducted for relevant conferences and publications
- Description and acknowledgment of contributions to department, school, university or community initiatives and citizenship activities in the field
- Service-related presentations and publications
- Documentation of sustained mentoring activities
- Description and acknowledgment of your application of academic skills to pro bono efforts



## V. Evaluation of Doctoral Dossier

### 1. Observation

- Candidates are expected to observe four or more Dossiers of previous Cohort candidates and write a reflection paper.

### 2. Overall Review

The dossier evaluation committee will use the following guidelines in reviewing the dossier. The committee will apply these guidelines in the light of their experience and professional judgment.

- Quality of the overall work
  - Work has clearly presented new challenges and learning opportunities to this candidate
  - Work shows evidence of competence and insight on the part of the candidate
- Progress in focus and integration
  - Goals statements and plans for documenting competencies demonstrate awareness of emerging focus and discuss realistic plans for integrating efforts across learning design, scholarship and service
  - Activities appear to be undertaken strategically rather than haphazardly
  - Candidate makes efforts to align proposed activities with stated goals
  - Candidate reduces or drops off activities that no longer contribute effectively to the scholarly agenda
- Knowledge of Instructional Systems Design and Technology content areas (methodologies; learning and instruction; design and development; analysis and evaluation; social and technical systems; history, foundations and future directions; research in Instructional Systems Design and Technology).
  - Candidate's work consistently demonstrates a grasp of the major ideas and theories within the declared focus area
  - Candidate draws in relevant knowledge from areas outside the primary focus when appropriate
  - Candidate's use of knowledge from multiple areas displays understanding of the theories, their relationship to the candidate's work, and their applicability to the candidate's work
- General organization and presentation
  - Dossier follows the required organization outline
  - Materials are complete and in good condition
  - Updates are clearly marked
  - Previously approved materials appear in the dossier and are marked
- Oral defense (Video presentation)
  - Presentation is succinct, well organized, understandable
  - Candidate displays full grasp of the topics for which dossier evidence has been presented



- Candidate can discuss the future direction of his/her work
- Candidate can describe the relationship of his/her work to knowledge in the field in terms congruent with the general understanding of professionals in the field

**3. Evaluation Rubric**

Category	Unacceptable	Questionable	Acceptable	Score
<b>0. Observation</b>				<b>10</b>
Observation and Reflection	0 – 3	4 – 7	8 – 10	10
	Observed 1 Dossier Presentation of previous Cohort. Wrote a reflection paper. Or, did not observe anything.	Observed 2 or 3 Dossier Presentations of previous Cohort. Wrote a reflection paper.	Observed 4 or more Dossier Presentations of previous Cohort. Wrote a reflection paper.	
<b>1. Candidate Statements</b>				<b>10</b>
Goals	0 – 1	2	3	3
	Does not describe career goals.	Describes career goals but somewhat unclear.	Describes clear and appropriate career goals.	
Focus Area	0 – 1	2 – 3	4 – 5	5
	Does not show a clear focus area(s) and strategic alignment of scholarship, learning design, and service with the goals and focus area(s).	Shows focus area(s) and strategic alignment of scholarship, learning design, and service with the goals and focus area(s), but somewhat unclear.	Shows clear and appropriate focus area(s), and strategic alignment of scholarship, learning design, and service with the goals and focus area(s).	
Knowledge/ Expertise	0	1	2	2
	Does not describe knowledge of ISDT content areas or focus area(s).	Describes knowledge of ISDT content areas and focus area(s), but not robust.	Demonstrates robust and strong knowledge of ISDT content areas in general and focus	





			area(s) in particular.	
<b>2. Scholarship</b>				<b>30</b>
Introduction	0	1	2	2
	Does not demonstrate competence, research agenda, or the philosophy of scholarship.	Demonstrates somewhat weak competence in scholarship. The research agenda is described but not coherent and significant. The philosophy of scholarship is addressed for the research agenda but somewhat inappropriate.	Demonstrates strong competence in scholarship. The research agenda is coherent and significant, and studies have a clear relationship to that agenda. The philosophy of scholarship is appropriate for the research agenda.	
Literature Reviews	0 – 1	2 – 3	4 – 5	5
	Does not provide evidence of literature review.	Provides quality evidence of 1 literature review. Or, provided the evidence of 2 literature reviews, but the quality needs improvement.	Provides quality evidence of 2 literature reviews.	
Research	0 – 3	4 – 7	8 – 10	10
	Does not provide evidence of a research paper.	Provides evidence of a research paper, but incomplete (e.g., proposal).	Provides quality evidence of a research paper that has been submitted to a journal.	
Presentation	0 – 2	3 – 5	6 – 8	8
	Does not provide evidence of an	Provides evidence of an academic and	Provides quality evidence of an	



	academic and professional presentation.	professional presentation, but the quality needs improvement.	academic and professional presentation.	
Supplementary	0 – 1	2 – 3	4 – 5	5
	Does not provide evidence of scholarship.	Provides evidence of scholarship but the quality needs improvement.	Provides quality evidence of scholarship.	
<b>3. Learning Design</b>				<b>20</b>
Introduction	0	1	2	2
	The learning design philosophy is not addressed.	The learning design philosophy is addressed but it is not well aligned with the focus area.	The learning design philosophy is appropriate for the focus area.	
Plan/Materials	0 – 2	3 – 5	6 – 8	8
	Does not provide evidence of learning design.	Provides evidence of learning design plans and materials, but the quality needs improvement.	Provides quality evidence of learning design plans and materials.	
Evaluation	0 – 1	2 – 3	4 – 5	5
	Does not provide evidence of learning design evaluation.	Provides evidence of learning design evaluation but it is not clear.	Provides quality evidence of learning design evaluation.	
Supplementary	0 – 1	2 – 3	4 – 5	5
	Does not provide evidence of learning design.	Provides evidence of learning design but the quality needs improvement.	Provides quality evidence of learning design.	
<b>4. Service</b>				<b>10</b>



Introduction	0	1	2	2
	The perspective on scholarly service is not addressed.	The perspective on scholarly service is addressed, but it is not aligned with the career goals and focus area(s).	The perspective on scholarly service is appropriate for the career goals and focus area(s).	
Documentation	0 – 1	2 – 3	4 – 5	5
	Does not provide evidence of scholarly service.	Provides evidence of scholarly service but the quality needs improvement.	Provides quality evidence of scholarly service documents.	
Supplementary	0 – 1	2	3	3
	Does not provide evidence of service.	Provides evidence of service but the quality needs improvement.	Provides quality evidence of service.	
<b>5. Oral Defense (Video Presentation)</b>				<b>20</b>
Presentation	0 – 3	4 – 7	8 – 10	10
	Presentation is not professional. Does not demonstrate competence and insight as a scholar.	Presentation is somewhat professional. Demonstrates somewhat weak competence and insight as a scholar.	Presentation is professional. Demonstrates strong competence and insight as a scholar.	
Responses to Questions	0 – 3	4 – 7	8 – 10	10
	Does not demonstrate understanding or versatility of thought in response to questions and challenges.	Demonstrates a general level of understanding and versatility of thought in response to questions and challenges.	Demonstrates an appropriate and strong level of understanding and versatility of thought in response to questions and challenges.	



<b>Total</b>	<b>100</b>
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#### 4. Evaluation Decision

The ISDT Doctoral Dossier Committee will evaluate each candidate's dossier and make a decision as follows:

- **Pass: Above 80**
  - The candidate can achieve the doctoral candidate status officially.
- **Conditional Pass: 70 - 79**
  - A revision period (depending on the amount of work) will be given to the candidate. The ISDT Dossier Committee will review the revision after the submission.
  - If the re-submitted dossier does not completely address the revision request, the dossier process will be considered as "Fail."
- **Fail: Below 70**
  - The candidate has an opportunity to take at least two additional courses and resubmit dossier with the next cohort.
  - If the results of the resubmission is below 70 again, the candidate will be out of the program.



## CHAPTER 5. DISSERTATION

### I. Preparation

#### 0. Check The Graduate School's Dissertation Process Requirement

- There are significant and additional items for your dissertation process required by the Graduate School. Please check all the requirement items. The following url has the information.
- <https://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>

#### 1. Dissertation Chair and Committee

After the dossier (i.e., comprehensive exam) process is successfully completed and 48 credit hours (i.e., 16 courses) are completed in the program, candidates will review SHSU College of Education faculty information with the goal of selecting a Dissertation Committee Chair. Candidates will be asked to provide their dissertation chair choice based on faculty expertise and research interests. The selection of the chair must be confirmed by the Program Director. In certain situations, dissertation co-chairs may be appointed. After the designation of the dissertation chair, the candidate, in consultation with the chair, will recommend committee appointments to the Program Director.

As per SHSU and COE Policy, each committee must be comprised of **three** members who hold graduate faculty rank at SHSU (i.e., the committee must be composed of a chair and at least two additional members); however, additional members\* may be added per approval of your dissertation chair. After committee appointments are made, the committee may only be changed with the approval of the Dissertation Committee Chair and written notification with the updated committee form to the Program Director.

**Required form:** Complete *COE Doc Program Dissertation Committee Form*

\*If a person is requested to be on a committee who is not a member of the SHSU faculty, then a form must be initiated by you and your chair of the dissertation committee and then approved by the Program Director.

**Required form:** Complete *Non SHSU Employee Thesis Dissertation Form*

#### 2. Dissertation Proposal Scheduling

**At least three weeks** prior to the dissertation proposal, the candidate should schedule the dissertation proposal defense meeting with an online conferencing link.

**Required form:** Complete *COE Doc Program Dissertation Defense Scheduling Form*

#### 3. Dissertation Proposal

The dissertation proposal is a detailed plan for conducting a research investigation and should communicate to the dissertation committee precisely what the candidate intends to study and how the candidate will go about conducting that study. The proposal should be accurate, detailed, and thorough, as it becomes a contract between the candidate and the committee. Therefore, any major changes in the



dissertation proposal will require committee approval.

After completing the proposal, the candidate should schedule a proposal defense with the Dissertation Chair. At least **three weeks prior to the proposal defense meeting**, copies of the proposal must be distributed to the dissertation committee chair(s) and members. The committee members will then provide feedback to the Dissertation Chair prior to the scheduled proposal meeting. The proposal presentation is usually delivered to the dissertation committee members and other interested graduate candidates and typically lasts about 1 – 1.5 hours.

After the proposal presentation, the committee will discuss, without the candidate present, their recommendations concerning the candidate's proposed study. The committee may make one of the following decisions:

- Accept the proposal as is;
- Modify and accept the proposal, and the proposal modifications will be reviewed by the chair and/or co-chairs only;
- Modify and accept the proposal, but the committee will review the proposal after the recommended modifications have been made;
- Modify the proposal, and the candidate will present the proposal again to the dissertation committee; or
- Reject the proposal.

**Required form:** Complete *COE Doc Program Dissertation Proposal Defense*

#### **4. Dissertation Research and Internal Review Board Approval**

After a successful dissertation proposal defense and proposal result submission to the Program Director, and prior to conducting dissertation research, candidates are required to seek SHSU Internal IRB approval. Depending on the nature of the research being conducted, other institutional approval may be needed as well.



## II. Writing and Defense

### 1. Dissertation Writing and Enrollment Requirement

After receiving IRB approval, the committee will work closely with the candidate as the candidate conducts research, writes the dissertation, and prepares the oral defense. Guidance on the format of the dissertation will be offered by the Dissertation Committee. The most recent edition of SHSU's Directions on Form, Preparation and Submission of the Final Copies of Master's Theses and Doctoral Dissertations is the official style guide and can be accessed from the SHSU Library's website at <https://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>

After doctoral candidates have completed their program coursework, including 9 hours of ISDT 8333 Dissertation Preparation, they are **required to enroll in at least three credit hours of ISDT 8333 per semester (including summer) until their dissertation has been successfully defended and approved by the dissertation committee.** Candidates who fail to enroll during any semester after admission to candidacy will be withdrawn from the program and must reapply to the program through the Graduate School at SHSU. Dissertation Committee members are not allowed to advise or work with candidates who are not enrolled in ISDT 8333. The maximum dissertation credit hours (i.e., ISDT 8333) is **18 credit hours.**

### 2. Dissertation Defense Scheduling

**At least three weeks** prior to the dissertation defense, the candidate should schedule the dissertation defense meeting with an online conferencing link and notify the scheduled dissertation defense to Grad Hub

**Required form:** Complete *COE Doc Program Dissertation Defense Scheduling Form*

### 3. Dissertation Defense

After the candidate has prepared the final dissertation manuscript, the candidate should file a defense form with the Dissertation Chair to schedule a defense presentation. **At least three weeks prior to the final defense date,** copies of the dissertation are to be distributed to the dissertation committee. The dissertation defense meeting will be open to all interested faculty and graduate candidates, but the Chair and the committee are the only voting members.

After a successful defense, the candidate will obtain the relevant signatures on the Dissertation Signature Page. A list of agreed upon changes or modifications to the defended manuscript will also be provided. These changes will need to be completed by the candidate prior to its submission to the Library. Candidates should then be mindful of required deadlines for final admission of dissertation manuscripts, necessary forms, copyright agreements, UMI materials, fee payments, applications for graduation, and the like. Links to tools, dissertation procedures, timelines, and copyright information can be found on the SHSU Library website at <https://shsulibraryguides.org/thesisguide>

**Required form:** Complete *COE Doc Program Dissertation Final Defense Form*

**Required:** Complete the routing form and receive all approvals:



[https://forms.shsu.edu/PerfectForms/PresentationServer/\(S\(ifgvk5m2mnroxhl1z5qixq2z\)\)/Form.aspx/Play/GiAgAgEh?f=GjAgAgEh](https://forms.shsu.edu/PerfectForms/PresentationServer/(S(ifgvk5m2mnroxhl1z5qixq2z))/Form.aspx/Play/GiAgAgEh?f=GjAgAgEh)

**Required:** Complete the Vireo submission and receive all approvals:

<https://shslibraryguides.org/thesisguide/vireo>

Additionally, check the other requirements and deadlines from the SHSU Newton Gresham library.

**Required:** [https://shslibraryguides.org/thesisguide/checklist\\_and\\_deadlines](https://shslibraryguides.org/thesisguide/checklist_and_deadlines)





## CHAPTER 6. ADDITIONAL INFORMATION

### I. Scholarship

#### 1. Financial Aid and Scholarships

Graduate candidates may be eligible for financial aid, scholarships, or loans through several loan programs. The Scholarship Team at SHSU coordinates and administers more than 500 SHSU scholarship programs annually, with awards ranging from a few hundred to several thousand dollars. Information about popular scholarships, useful scholarship information, and SHSU's Scholarship application can be found at <http://www.shsu.edu/dept/financial-aid/scholarships/index.html>.

For the dissertation process, students need to be given an IP (In Progress) for dissertation credits to continue to be eligible for financial aid up to 18 hours. A student may graduate with an IP grade on the transcript record as long as all other degree requirements are met.

#### 2. 100% Online Students Scholarship

Scholarships are available for new 100% online students. The information can be found at <https://online.shsu.edu/cost/online-scholarship.html>

#### 3. Program Scholarship Funds

Twice a year (Fall and Spring), scholarship funds are made available through the College of Education. The Program Director will send the application information every Fall and Spring. The Program Director decides how to allocate these funds to candidates in good standing. However, once a candidate has completed 48 credit hours (i.e., 16 courses), the candidate is no longer eligible for departmental scholarship funds (i.e., during dissertation hours).



## II. Candidate Performance

### 1. Retention/Dismissal Related to Academic Performance

Academic dismissal will result from failure to maintain the university's required grade point average. The student should consult the graduate catalog (<http://www.shsu.edu/home/catalog.html>) regarding academic probation and suspension from degree programs. Any student who wishes to contest a final grade shall follow the provisions outlined in the Sam Houston State University Grievance Policy.

As a student, you have a right to grieve an academic decision. The Sam Houston State University policy can be found in Academic Policy (APS) 900823, available at: <https://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823%20Academic%20Grievance%20Procedures%20for%20Student-s-180504.pdf>. Under the provisions of this policy, academic grievances include disputes over: (a) course and/or assignment grades, except cases of academic dishonesty (see Academic Policy Statement 810213 for procedures in cases of academic dishonesty); (b) unauthorized class absences or tardiness; (c) an instructor's alleged unprofessional conduct related to academic matters; (d) withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

Faculty will make efforts to advise candidates early when they are at-risk of course failure, but the responsibility rests with the candidate to monitor his/her performance and seek support when needed.

### 2. Professional Comportment

The College of Education expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To this end, those associated with the Systems Design and Technology Doctoral Program must display professional maturity, competence in their scope of performance, and personal and ethical integrity in every facet of the educational setting.

Students are required to practice diligence and discretion in faculty-student relationships. Faculty-student communications should remain confidential, except as may be precluded by law or the Texas State University System Rules and Regulations. Some attitudinal or behavioral patterns may elicit concerns as to the student's ability to continue in their Program. Such attitudinal patterns or behaviors may include, but are not limited to, breaching academic dishonesty, disobeying directives received from faculty or supervisory staff, intentionally misrepresenting facts or misleading others (*e.g.*, faculty, professional colleagues, fellow students). Students should demonstrate regard for the feelings, rights, and traditions of others. Students should conduct themselves in a manner that exemplifies characteristics befitting a mature professional at all times. Such professionalism shall be demonstrated by displaying professional maturity and appropriateness in their dress, both in-class and in all educational settings. Failure to adhere to professional standards may result in dismissal from the program.

Professionalism is an integral part of the curriculum and is considered to be a component of all courses.



Failure of the professionalism domain shall be considered sufficient reason to fail an entire course, regardless of performance on assessments. The College Academic Review Committee shall review students' professional behavior in and out of class and retains the right to invoke appropriate disciplinary measures for breeches, up to and including dismissal.

### **3. Retention/Dismissal Related to Non-Academic Limitations**

A candidate who fails to demonstrate appropriate communication, interpersonal or professional skills as identified by a faculty member, may be required by the department to seek remediation including, but not limited to, repeating courses and/or receiving advising and/or counseling. In accordance with university policy, a candidate may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments and plagiarism.

If a faculty member has concerns regarding non-academic limitations of a candidate the faculty member will confer with the candidate regarding the concern, clarifying that the candidate's continuation in the program could come under review. The faculty member will document the meeting in a "memorandum to file," one copy of which will be given to the candidate and another placed in the candidate's file. If an agreement is not reached with the candidate, if the candidate fails to progress satisfactorily after the conference, or if the situation is of a nature that suggests program action might be necessary, the faculty member will bring the matter to the Program Director for more options. If resolution is not reached at this point, the Program Director may refer the matter to an ad hoc faculty committee. Recommendations from the committee will be made and referred to the department chair. The department chair will notify the candidate and the Dean of the College of Education of these recommendations. The Dean will review the matter and ensure that due process was followed.

It is the professional responsibility of the College of Education faculty to ensure that students not only exhibit the knowledge and skills required of the student, but also have the disposition and relationship capacities to utilize those skills. The College of Education faculty meets regularly and discusses individual student's progress at various times throughout the semester. Students are expected to model professional behavior, as defined in the "Professional Comportment" section of this handbook, throughout the program. In addition, students are expected to demonstrate exemplary behavior in the classroom. To understand the university's definition of "exemplary behavior in the classroom", each student should review the *Code of Student Conduct and Discipline*, specifically Section 5.2, examples 3, 4, 10, and 19, and Section 5.3 at: <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct>.

The philosophy and commitment of the College of Education faculty is to work with students and facilitate their progress toward degree completion, whenever possible. However, at any time during the academic program, students who do not present adequate potential as an Instructional Systems Design and Technology Doctoral professional, for either academic or nonacademic reasons, can be denied matriculation privileges, based on the decision of the full-time faculty. The faculty meets as a body and reviews the data from all sources to make a clinical judgment for approval or disapproval of the student's continuation in the program.

When the faculty has concerns about a student's progress in the Instructional Systems Design and Technology Doctoral Program (before, at, or after the time of Candidacy), the Chair or the Chair's designee(s) are asked by the faculty to meet with the student to discuss the faculty's concern(s).



Strengths and limitations are identified, and suggestions for dealing with the limitation(s) are offered and discussed. If, in the judgment of the faculty, the weaknesses or problems are so glaring or if the student refuses or fails to remediate the limitation(s), the faculty may choose to not approve the student's continuation in the program.

Grounds for dismissal include, but are not limited to:

1. Repeated marginal performance or failures on coursework or clinicals;
2. Failure to comply with professional comportment standards (*see Professional Comportment above*); and
3. Any violation of this ISDT Doctoral Program Handbook.

The doctoral program utilizes the same appeal process for academic and nonacademic dismissal. A student who believes they have been wrongly dismissed or terminated from graduate studies may appeal using the procedures outlined in Academic Policy Statement 900823.

#### **4. Withdrawal and Reinstatement in the Program**

Should a candidate need to withdraw from the program while in good academic standing, reinstatement may remain an option at the discretion of the Program Director. Upon consultation with the Director, the candidate would be advised to provide a written statement that:

- Lists and discusses the challenges faced that require withdrawal,
- States how the candidate intends to overcome those challenges,
- Describes a strategy (including support systems that will be accessed) for succeeding in the program upon return, and
- Acknowledges that only one chance at reinstatement will be considered.

Once this document has been shared with the Program Director and Department Chair, the candidate will be advised about reinstatement.

#### **5. Graduation**

As specified in the Graduate Catalog, the candidate must file for graduation in the Registrar's Office by the deadline indicated in the schedule of classes or the Graduate Catalog for that particular semester (check the minimum degree requirements at <https://www.shsu.edu/dept/registrar/graduation/apply-to-graduate/minimum-degree-requirements.html>). The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is encouraged to be present at the ceremony.

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## 6. Program Evaluation

The College of Education conducts ongoing research regarding the effectiveness of the degree programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

## 7. Transfer of Credit

- Graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward a graduate degree at Sam Houston State University at the discretion of each graduate program and the college in which it is housed. Review this: <http://catalog.shsu.edu/graduate/academic-policies-procedures/degree-requirements-academic-guidelines/#transfer-credit>
- To request the transfer of credit, you need to submit a justification document that includes:
  - The information (course prefix, number, and name) of the course you have taken and a target ISDT course (course prefix, number, and name)
  - The syllabus of the course you have taken
  - A written statement that justifies why and how much the course you have taken is similar to the target ISDT course
  - Your transcript



### III. SHSU Policy

#### 1. SHSU Grievance Policy

Academic grievances include disputes over course grades, unauthorized class absences or tardiness, suspension for academic deficiency, an instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral examinations, and theses and dissertations. In the case of academic grievances, students should contact the Dean of Students' Office, which provides grievance services to currently enrolled SHSU students. Moreover, SHSU students with grievances related to financial aid decisions should contact the Financial Aid Office. Generally, the purpose of the grievance procedure is to provide a process for an impartial review of the dispute and to ensure that the rights of students are properly recognized and protected. Additional information concerning grievance policies, the Student Grievance Intake Form, and the Grievance Survey is available from the SHSU Dean of Students' website at [http://www.shsu.edu/dept/dean-of-students/std\\_grievance\\_proc.html](http://www.shsu.edu/dept/dean-of-students/std_grievance_proc.html).

#### 2. Equal Opportunity – Affirmative Action

SHSU policy and practice strongly support the goals of equal opportunity and affirmative action in its educational programs and activities. SHSU does not discriminate on the basis of sex, religion, race, color, national origin, age, disability or other criteria prohibited by law in employment of faculty and staff, or admission and treatment of students, and both in terms of staff and programs we are moving ahead to comply with the goals and objectives of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972 and Executive Order 11246.

#### 3. Accommodations for Students with Disabilities

One of SHSU's biggest strengths is the diversity of its student body. This diversity exists in many forms, including students who enroll with any disability. The Services for Students with Disabilities program supports students so they can enjoy the complete SHSU experience. Their goal is to create a campus community where all students may participate fully in university programs and activities and are valued as contributing members to the school.

The Director of Counseling and ADA Services is the university's compliance coordinator for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. In this capacity, the Director arranges for students and coordinates workplace accommodations.

Counseling and ADA Services is located in the Lee Drain Building, North Annex, on the Sam Houston State University campus. You may also contact Counseling and ADA Services by email at [disability@shsu.edu](mailto:disability@shsu.edu), or by telephone at (936) 294-1720. For additional information and useful links, please refer to SHSU's Counseling & Disabilities website at [http://www.shsu.edu/services/counseling\\_disability\\_services.html](http://www.shsu.edu/services/counseling_disability_services.html).

#### 4. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which



provides that colleges and universities will maintain the confidentiality of student education records. This law also affords students certain rights with respect to their education records. The law basically says that no one outside the institution shall have access to students' education records nor will the institution disclose any information from those records without the written consent of the student.

There are exceptions, of course, so that certain personnel within the institution may see the records, including persons in an emergency in order to protect the health or safety of students or other persons. Additionally, under FERPA, students have the right to:

- Inspect and review their education records
- Seek to amend their education records
- Have some control over the disclosure of information from their education records (Buckley Amendment)
- File a complaint for an alleged violation of FERPA rights

FERPA law provides that an institution of higher education shall state what information in a student's education record is to be considered Directory Information which may be released without prior student consent. Under FERPA, SHSU has established the following as directory information:

- Name
- Local/Home/Email Addresses
- Major/Minor
- Local/Home Telephone Numbers
- Degrees, Diplomas, Certificates and Date of Award
- Honors and Awards
- Classification
- Extracurricular Activities
- Birth Date and Place of Birth
- Names and Addresses of Parents/Legal Guardians
- Weight, Height, and Related Information of Athletic Team Member

The above directory information will be available for release to the general public. However, the Buckley Amendment under FERPA, states that each student has the right to inform SHSU that any or all of the above information is not to be released. SHSU will honor the student's request to restrict the release of "Directory Information" as listed.

A student may restrict the release of directory information by submitting the Buckley Amendment Form (found on the website given below) to the Registrar's Office. Forms must be submitted to the Registrar's Office prior to the twelfth class day of the fall and spring terms and the fourth class day of the summer term. Additionally, the restriction of information remains on the students' record until the student takes action to remove it. If the student restricts their information, the university campus staff and faculty will view a confidential message on all student records found in our current Banner student information system and no information can be released on that student without



the written permission of the student. This includes the restriction of the student's name being listed in the commencement program, the honor's list, and the Dean's/President's list. Release of information contained on a student's academic transcript without the written consent of the person(s) identified on the document is in violation of Sec. 438 Public Law 90-247 (FERPA).

Additional FERPA information regarding our University policies on student rights is available under the Student Guidelines maintained by the Dean of Students. For more information, visit <http://www.shsu.edu/dept/registrar/students/privacy-rights/>.

APPROVED BY:



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Michael T. Stephenson, Ph.D.  
Provost and Senior Vice President for Academic Affairs

10/11/24

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Date