

18 Characteristics of Texas Public Doctoral Programs
Instructional Technology - Doctor of Education
Sam Houston State University

Degree Information

1. Number of Degrees Per Year

For each of the three most recent years, average of the number of degrees awarded per academic year*.

Academic Year	Average Number of Degrees
2013-2014	N/A
2014-2015	N/A
2015-2016	0

* Note: Students didn't begin enrolling until AY 2015-2016

2. Graduation Rates

For each of the three most recent years, average of the percent of first-year doctoral students who graduated within ten years*.

Academic Year of Entry into Program	Percent who graduated within 10 years
2013-2014	N/A
2014-2015	N/A
2015-2016	N/A

* Note: Students didn't begin enrolling until AY 2015-2016

3. Average Time to Degree

For each of the three most recent years, average of the graduates' time to degree*.

Academic Year	Average time to degree
2013-2014	N/A
2014-2015	N/A
2015-2016	N/A

* Note: Students didn't begin enrolling until AY 2015-2016

4. Employment Profile (in field within one year of graduation)

For each of the three most recent years, the number and percent of graduates by year employed, those still seeking employment, and unknown*.

Employment Field	Employed	Seeking employment	Unknown
2015-2016	N/A	N/A	N/A

* Note: Students didn't begin enrolling until AY 2015-2016

5. Admissions Criteria

Description of admission factors.

Application Requirements

1. A Graduate Admissions Application with the application fee.
2. Official transcript(s) 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 Technology must have a Master's Degree in Instructional 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.
3. Applicants must submit an acceptable score on the verbal, quantitative, and analytical writing sections of the GRE.
4. Three letters of recommendation from education or direct service settings, two of which should refer to direct experiences with instructional technology and/or multimedia design, and can speak to the candidate's potential for success in a doctorate program.
5. A sample of the candidate's professional work such as a published article and/or an example of experience in instructional technology/multimedia design. This product should provide evidence of the candidate's potential for doctoral level scholarship and should be accompanied by a statement of the candidate's professional goals.
6. 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.
7. A current résumé or vita.
8. Applicants should hold a master's degree in a related field, and the student's graduate GPA should be 3.5 or higher. In addition, three years full-time professional experience in a credible school, agency, or organization is required.
9. Applicants meeting the above criteria may be invited for an interview with the doctoral admissions committee. This interview, conducted by graduate faculty of the University, provides the candidate an opportunity to demonstrate potential leadership, commitment to service, and an interest in applied research. A writing sample may be presented at the

time of the interview. A candidate who fails to meet one of the criteria may receive probationary admission if he/she is sponsored by a doctoral faculty member.

6. Percentage Full-time Students

FTS/number students enrolled (headcount) for last three fall semesters*.

Fall Semester	Percent Full-time Students
Fall 2013	N/A
Fall 2014	N/A
Fall 2015	9

* Note: Students didn't begin enrolling until AY 2015-2016

7. Average Institutional Financial Support Provided

For those receiving financial support, the average monetary institutional support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits)*.

Academic Year	FTS Average Financial Support
2013-2014	N/A
2014-2015	N/A
2015-2016	\$4,792

* Note: Students didn't begin enrolling until AY 2015-2016

8. Percentage Full-time Students (FTS) with Institutional Financial Support

In the prior year, the number of FTS with at least \$1000 of annual support/the number of FTS*.

Academic Year	Percent of FTS Financial Support
2015-2016	100%

* Note: Students didn't begin enrolling until AY 2015-2016

9. Number of Core Faculty

Number of core faculty in the prior year*.

Academic Year	Number of Core Faculty
2015-2016	6

10. Student-Core Faculty Ratio

For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty*.

Academic Year	Student-Core Faculty Ratio
2015-2016	1.5/1

* Note: Students didn't begin enrolling until AY 2015-2016

11. Core Faculty Publications

For each of the three most recent years, average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member.

Academic Year	Average Number of Publications per Core Faculty
2014-2015	2.3
2015-2016	3.7

12. Core Faculty External Grants

For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year.

Academic Year	Avg. Number of Core Faculty Receiving External Funds	Average External Grants \$ per Core Faculty	Total External Grants \$
2014-2015	1	\$900	\$5,400
2015-2016	0	N/A	N/A

13. Faculty Teaching Load

Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty*.

Academic Year	Faculty Teaching Load
2015-2016	3.5

* Note: Students didn't begin enrolling until AY 2015-2016

14. Faculty Diversity

Core faculty by ethnicity (White, Black, Hispanic, Other) and gender.

2015-2016	White	Black	Hispanic	Other	Total
Female	2	0	0	2	4
Male	1	0	0	1	2
Total	3	0	0	3	6

15. Student Diversity

Enrollment headcount by diversity (White, Black, Hispanic, Other) and gender in program during the prior year*.

2015-2016	White	Black	Hispanic	Other	Total
Female	2	2	1	0	5
Male	4	0	0	0	4
Total	6	2	1	0	9

* Note: Students didn't begin enrolling until AY 2015-2016

16. Date of Last External Review

Date of last formal external review, updated when changed*.

Date
N/A

* Note: Students didn't begin enrolling until AY 2015-2016

17. External Program Accreditation

Name of body and date of last program accreditation review, if applicable, updated when changed*.

Accreditation Body	Date
N/A	

* Note: Students didn't begin enrolling until AY 2015-2016

18. Student Publications/Presentations

For the three most recent years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE.*

Academic Year	Average Number of Publications/Presentations per Student
2015-2016	3.5

* Note: Students didn't begin enrolling until AY 2015-2016