This handbook describes options to consider during your doctoral studies and the general requirements a doctoral student must fulfill to complete doctoral studies in the Instructional Design, Development and Evaluation Department at Syracuse University. Any exceptions to the processes outlined within this handbook must be approved by your advisor and the IDD&E faculty. These guidelines apply to ALL students who have not officially completed their Portfolio Review as of May 2014.
A Doctoral Degree

Completing this Ph.D. is part of the process of becoming a member of the instructional design/sciences scholarly practice community. Participating in this process is about more than just completing courses or acquiring a few letters (phd) to put behind your name. Pursuing this doctoral degree is an investment in and commitment to building intellect that will inform and forward our community's knowledge. It is about forming relationships within this community of practice, fully engaging with its members, and developing understanding of its history, philosophies, and growth potential. Your role is to fully engage in course work, research, and membership-building activities. We, as faculty, expect you to reflect this commitment in your academic work; portfolio; interactions with faculty, peers, and others inside and outside this community; and service inside and outside of Syracuse University.

The Syracuse University Compact*

We the students, faculty, staff, and administrators of Syracuse University will:

- support scholarly learning as the central mission of the University
- promote culturally and socially diverse climate that supports the development of each member of our community
- uphold the highest ideals of personal and academic honesty, and
- maintain a safe and healthy environment for each member of our community.

In all aspects of university life, we will work together to reach these goals.

* Cited from http://students.syr.edu/deepts/judicial/docs/handbook.doc
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PREFACE

The Instructional Design, Development and Evaluation (IDD&E) faculty congratulate you on your admittance to a program that has been committed to training professional personnel for over 75 years. A leader in the field of instructional and educational technology, the department has been privileged with superior faculty and facilities throughout its history. This handbook provides general information that will guide you through the doctoral program.

Doctoral students in the IDD&E program may select one of two emphases in their Ph.D. program: Academic Research or Professional Studies. Although both are research-oriented emphases, these two options reflect the increasingly diverse skills and settings requiring Ph.D. preparation. While both emphases require 90 graduate credits and a dissertation, there are differences in the kinds of dissertations expected and the appropriate inquiry requirements for each. The IDD&E doctoral program requirements are consistent with a common inquiry-based core for all School of Education doctoral students and reflect best professional practices and anticipated research directions in the area of instructional systems and educational technology.

The Academic Research focus prepares students for tenure-line faculty positions in research universities or research positions in other institutions. Special emphasis is given to in-depth methodological training, extensive research experience, advanced expertise in a focused area of inquiry, participation in academic and professional research communities, and the development of teaching skills. Increasingly, Ph.D. graduates employ their research-based skills in a variety of applied professional settings in the government, K-12 education, business and industry, non-profit organizations, and the military (c.f., Clay, 2001; Golde, 1999; Golde & Dore, 2001; National Academy of Sciences, 1995; National Science Board, 1998; Nerad & Cerny, 2000).

The Professional Studies focus prepares graduates for professional settings by emphasizing strong methodological training, extensive experience with applied projects, the flexibility to work in teams on a broad range of problems, participation in applied professional communities, and the development of management and leadership skills.

IDD&E has high expectations for all its Ph.D. graduates, whether trained within the academic research or the professional studies focus. The following quote by Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, captures our view of the IDD&E Ph.D.:

“…being a doctor means being a steward of one’s discipline, whether that be in industry, government, or academe.”

The IDD&E Ph.D. is a professional degree …

“…a professional degree in the broad sense of professional – a degree that says someone has earned the right to profess the field” (Shulman, as quoted in Murray, 2000, p. 25)
CHECKLIST OF DOCTORAL PROCESS ACTIVITIES

Name: ____________________ Advisor: ________________ Dissertation Chair: ________________ Dissertation Committee: ____________________

Introduction/Orientation Stages: __ Attend IDD&E orientation __ Attend SOE orientation

1. Plan Study Process
   __ 1.1 Submit Informal Doctoral Program Plan (RD1-attachment 3.0*) (BEFORE portfolio review)
   __ 1.2 Transfer credits (approved by advisor)
   __ 1.3 Waive courses/change formal doctoral plan (approved by advisor and completed petition form-RD2*-attachment 3.1)

2. Academic course work (total: 90 credits minimum, including transfer and 9 dissertation credits)
   __ 2.1 Major: __ 45 credits [minor (optional): 15 credits]
      / _____ / _____ / _____ / _____ / _____ / _____
   __ 2.2 Core: __ IDE611 / __ IDE621 / __ IDE631 / __ IDE632 / __ IDE641 / __ IDE712 / __ IDE761 / __ IDE737
      / IDE830 / __ IDE850 / __ IDE8 / __ IDE8 / __ IDE / __ IDE / __ EDU781
   __ 2.3 Research: minimum: 30 crs: __ IDE742 / __ IDE841 / __ IDE843 / __ EDU655 / __ EDU603 / __ EDU647 /
      / _____ / _____ / _____ / _____ / _____ / _____ (2 advanced quantitative AND 2 advanced qualitative courses)
   __ 2.4 Dissertation: __ 9 credits (See 6.1 below)
   __ 2.5 Minimum Credits from SU: __ 41 credits (per School of Education and University requirements)

3. Portfolio Review Process (Fall & Spring) Must complete prior to taking qualifying exams
   __ 3.1 Timeframe: 45-66 credits (minimum: 18 credits from SU, 12 credits from IDD&E, 2-3 research courses)
   __ 3.2 Apply: Application to Submit Portfolio (discuss with advisor and obtain form_RD3*-attachment 3.3)
   __ 3.3 Submit Portfolio for review
   __ 3.4 Participate in Portfolio Review
   __ 3.5 Submit signed Formal Doctoral Plan when approved by faculty (RD4*-attachment 3.2)

4. Research Apprenticeship Project (RAP)—must complete prior to dissertation proposal defense
   __ 4.1 Acquire RAP advisor and project
   __ 4.2 Submit RAP registration form (RD5a*-attachment 3.4a)
   __ 4.3 Conduct RAP
   __ 4.4 Summit RAP report & Advisor’s Approval Form (RD5b*-attachment 3.4b)

5. Doctoral Qualifying Written Exams (after completing at least 69 credits, passing portfolio & RAP)
   __ 5.1 Timeframe: 81 credits minimum plus transfer credits (9 additional dissertation credits required after passing exams)
   __ 5.2 Submit application form for taking Qualifying Exam (RD6*-attachment 3.5)
   __ 5.3 Review previous exams and prepare for exams
   __ 5.4 Take 2 written exams: initial part of Qualifying Examination
      Required: __ Research (date: ) __ Design/Development/Evaluation/Management (date: )
      Required only if you have a declared minor: __ Minor (date: )

6. Dissertation Proposal Defense Process (RD7*-attachment 3.6) final part of Qualifying Examination
   __ 6.1 Minimal Requirement: __ 9 credits dissertation course (IDE 999)
   __ 6.2 Acquire Dissertation Chairperson
   __ 6.3 Draft Prospectus
   __ 6.4 Acquire Dissertation Committee
   __ 6.5 Draft Dissertation Proposal (Chapters 1-3)
   __ 6.6 Defend Dissertation Proposal __ Pass (date: )

7. Conduct & Defend Dissertation Study: (Up to 5 years after approved proposal submitted to 270 HH)
   __ 7.1 Conduct Dissertation research
   __ 7.2 Write Dissertation research
   __ 7.3 Submit Diploma Card & Intent to Defend (RD8*-attachment 3.7) (semester before defense)
   __ 7.4 Submit Request for Dissertation Examination (RD9*-attachment 3.8) (four weeks before defense)
   __ 7.5 Defend Dissertation
   __ 7.6 Submit Final Dissertation and required materials

8. Graduation (Congratulations!)
   __ 8.1 Doctoral Dinner
   __ 8.2 School of Education Convocation
   __ 8.3 University Commencement

Note: RD means “Required Document” * Forms acquired from School of Education

^Must have taken majority of courses PRIOR to acceptance.

RAP must be completed BEFORE taking qualifying exams.

Written exams must be completed in same academic year.

Students have 1 year to complete qualifying exam (both written exams and passing dissertation proposal)
The Doctoral Degree Program Process Flowchart

**Symbols Key**
- Main process
- Process steps
- Required Documents (See Checklist)
- Decisions
- Page connector

**1. Plan of Study**
- Completed 45–66 credits?

**2. Academic Course Work**
- Attach. 3.0 & 3.1

**3. Portfolio Review Process**
- Final Doctoral plan
- Attach. 3.2

**4. Research Apprenticeship Project**
- Research App. Process
- Acquire advisor
- Attach 3.4
- Register
- Conduct
- Report

**4. Research Apprenticeship Project**
- Satisfactory complete?

**Course Work**
- Completed 69-75 credits?

**Residency**
- Process
- Requirements
- Documentation
- 1. 50% academic courses from SU
- 2. Complete activities in doctoral plan
- Finish Residency Requirement?

**5. Doctoral Qualifying Exam (written)**
- Pass?

**QE Process**
- Content:
  - (1) Research
  - (2) Des/Dev/ /Eval/ Mgt/ Tech
- Sit for exam

**Note:** Qualifying exams include 2 written exams and successful completion of dissertation proposal. Once the student passes all exams s/he officially becomes a doctoral candidate, is approved to begin dissertation research, and has 5 years to complete the degree.
The Doctoral Degree Program Flowchart (continued)


- Qual. Exam
  - 7. Conduct / Defend Dissertation Study
  - Finalize and Submit Dissertation
- 8. Graduate

Proposal Process
- Acquire Chairperson
- Draft Prospectus
- Acquire Committee
- Draft Proposal

Dissertation Process
- Conduct / write dissertation
- Approved by Chairperson
- Approved by Committee
- Defend

Overall process completion time lines
Activity | years* | missed time line consequences
Courses & Apprenticeship | 3-4 | take new courses as required
Written quals & Proposal | 1 | recertify courses, retake quals
Defense | 5 | recertify courses, retake quals
* maximum time to complete from previous activity

Summary of Required Forms

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<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
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<td>3.0</td>
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<td>First semester</td>
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<td>Petition To The Faculty (waive/transfer/amend)</td>
<td>3.1</td>
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<td>As needed</td>
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<td>RD4</td>
<td>Formal Program Plan</td>
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<td>Sign-off at portfolio</td>
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<td>Application to submit portfolio</td>
<td>3.3</td>
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</tr>
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<td>Research Apprenticeship Project Registration Form (SOE for 3.3) &amp; Advisor’s Approval form</td>
<td>3.4a/b</td>
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<td>Complete prior to dissertation</td>
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<td>RD5b</td>
<td></td>
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<td>RD6</td>
<td>Application to take Qualifying Exam</td>
<td>3.5</td>
<td>Appendix F</td>
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<td>After passing quals</td>
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<td>semester before defense</td>
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<td>Request For Dissertation Examination</td>
<td>3.8</td>
<td>Appendix I</td>
<td>4 weeks prior to defense</td>
</tr>
</tbody>
</table>
1. PLAN OF STUDY

Filing Your Informal Program of Study (Attachment 3.0)

*During your first semester,* you should **complete an Informal Program of Study form and submit it to the Graduate Recorder,** located in 270 Huntington Hall. The purpose of filing an informal plan so early in your doctoral career is to make sure that you have done some long-term thinking about your doctoral program before you have accumulated many course credits. Of course, this plan can and should be revised as you proceed with your studies.

In order to complete the form, you will need to initiate a meeting with your advisor to determine the details of your program. Don't wait for your advisor to initiate a meeting about your informal plan. You should initiate this meeting. Refer to the Informal Program of Study form in *Appendix A* for details on the contents of this form.
2. ACADEMIC COURSE WORK

Requirements:

At least 90 credits beyond the baccalaureate degree.

A minimum of 45 credit hours in a Major area (if you have a Minor area, the minimum in the minor is 33 credit hours). Your major area is selected in consultation with your advisor and may include courses drawn from related disciplines. Dissertation hours cannot be included among credit hours comprising your major area.

Your Program of Study should include EDU 781 “or an exemption (waiver) approved by the Higher Degrees Committee (see guidelines below) – Institutions and Processes of Education.”

EDU 781 Exemption Guidelines:

I. Students should demonstrate knowledge of different models of professional practice in education and complete the Attachment 3.1 in Appendix B Petition to the Faculty form.

II. Students should develop their own point of view in relationship to the alternatives described in the first objective and should be able to apply their views to the analysis of problems within their own areas of expertise or in education generally.

III. Students should demonstrate knowledge of the cultural, historical, and professional contexts that have influenced the models referred to in the first two objects.

Your Program of Study must include 9-24 hours of dissertation credit. (Only 9 of which are counted toward the 90 required credits.) A minor area is optional. If you elect to pursue a minor, you must select at least 15 hours in your minor area under the advisement of a faculty member at SU in the minor area. You will be required to write a Qualifying Exam in this area.

Your Program of Study must include at least 30 credit hours of coursework on methods of research and/or other forms of scholarly inquiry.

Transferring Graduate Credits

There are limits on the number of credits you can transfer from other graduate programs. One-half of the credit hours submitted for your Ph.D., exclusive of dissertation credits, must be taken at Syracuse University as part of your planned doctoral program. Because total hours in a doctoral program frequently exceed the minimum 90 and because total dissertation credits are variable, the minimum credit to be taken at Syracuse University as part of the planned Ph.D. program, exclusive of the dissertation, is set at 41 credit hours.

Waiving Courses

You may waive required courses only through a negotiation with your advisor AND the faculty member responsible for the required course you are attempting to waive. Generally, courses may be waived if you have equivalent graduate-level training however, the credit requirements for a doctoral degree must be met.
Requirements for Courses on Methods of Research and/or Scholarly Inquiry

The minimal requirement of **30 research credit hours** is usually met by completing EDU 603 and EDU/EDP 647, plus 24 additional credit hours selected to develop further expertise appropriate to your dissertation and post-doctoral work. You may select other credit sequences with the written approval of your advisor, submitted for approval to the Higher Degrees Committee.

You may take a combination of research design courses and focus in quantitative methods and statistics, or focus on qualitative methodology. **However, you must take at least 2 advanced courses in both quantitative and qualitative methods.** Additional alternative sequences may also be approved by the Higher Degrees Committee if a rationale is provided which demonstrates the appropriateness and coherence of the proposed course sequence.

You and your advisor will select research methodology courses which are most appropriate for your professional goals and the nature of the field in which your degree will be awarded. The Associate Dean will review your research methodology course selection when you file your Formal Program of Study. If your choices represent a pattern that is unusual, your advisor may be asked to submit a statement of rationale for the choices to the Higher Degrees Committee, which will review the statement and approve or deny your petition to take those courses. The following pages contain recommended research methods course sequences and a three-year research methods course-teaching schedule. Please study this carefully to plan your research methods sequence.

Academic Research and Professional Studies: Comparison

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<th>Academic Research</th>
<th>Professional Studies</th>
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<td></td>
<td>Business and Industry R&amp;D</td>
<td>Human Services / Non-Profits</td>
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<td>Research Foundation</td>
<td>K-12 Education</td>
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<td></td>
<td></td>
<td>Government; Military</td>
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<tr>
<td>Roles</td>
<td>Researcher</td>
<td>Professional Staff Member</td>
</tr>
<tr>
<td></td>
<td>Faculty Member</td>
<td>Project Manager; Administrator</td>
</tr>
<tr>
<td></td>
<td>Research Manager</td>
<td>Consultant</td>
</tr>
<tr>
<td></td>
<td>Department Chairperson</td>
<td>Non-Ed Tech Faculty</td>
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<tr>
<td>Primary Tasks</td>
<td>Knowledge Production</td>
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<td></td>
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<tr>
<td>Primary Reference Groups</td>
<td>Research Community</td>
<td>Professional Colleagues</td>
</tr>
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<td></td>
<td>Funding Agencies</td>
<td>Employers</td>
</tr>
<tr>
<td></td>
<td>Society</td>
<td>Clients / Patients / Consumer</td>
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<tr>
<td>Dominant Professional Values</td>
<td>Integrity</td>
<td>Productivity</td>
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<td></td>
<td>Competence</td>
<td>Effectiveness</td>
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<td></td>
<td>Creativity</td>
<td>Leadership</td>
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<td>Boundaries of Inquiry Problems</td>
<td>Conceptual Significance</td>
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<td></td>
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<td>Methodological Feasibility</td>
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<td>Criteria of Good Work</td>
<td>Contribution to Understanding</td>
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<tr>
<td></td>
<td>Intellectual Problem:</td>
<td>Practical Problem: Utility,</td>
</tr>
<tr>
<td></td>
<td>Accuracy, Clarity, Parsimony</td>
<td>Feasibility, Cost-Effectiveness</td>
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</table>
## Academic Research and Professional Studies Preparation: Curriculum Comparison

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<th>Academic Research</th>
<th>Professional Studies</th>
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<tbody>
<tr>
<td>Master’s Degree</td>
<td>In Instructional Design &amp; Technology or Closely Related Field</td>
<td>In Instructional Design &amp; Technology or Closely Related Field</td>
</tr>
<tr>
<td>Experiential Residency</td>
<td>Attend Research Conferences</td>
<td>Attend Prof Conferences</td>
</tr>
<tr>
<td></td>
<td>Presentation of Research papers Author/co-author Research Articles Teaching Experience (Future Professorate, Course TA, Online Course TA, Instructor)</td>
<td>Client Pres of Proj Reports Author/co-author Proj Reports Proj Management Experience (e.g., TSI, OPR&amp;D, OIRA, Project Advance)</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Empirical or Conceptual Theory &amp; Prior Research-based Publishable in Scholarly Journal Development or Application Problem-based: Actionable in a Real Setting Publishable in Professional Journal</td>
<td></td>
</tr>
</tbody>
</table>

### Recent Curriculum Revisions

The graduate programs in IDD&E have been serving academics and professionals practicing in areas related to instructional design and technology, instructional systems, and human performance technology for more than 75 years. IDD&E is an internationally recognized leader in graduate education in these areas. IDD&E practices ongoing curriculum revision in order to offer relevant programs and state-of-the-art courses. The newest revisions strengthen the focus of IDD&E program offerings.

The numbering scheme for courses is intended to be consistent through both master’s and doctoral programs and indicate the level of the course (first digit), the general area in which the course falls (second digit), and the recommended sequence within that area (third digit). We have used the recognized University scheme for the first digit and we retain standard University practice with regard to general special topics, independent study and fieldwork/internship course numbering. The three-digit numbering scheme used here is as follows:
First digit denotes level:
5 = upper division/beginning graduate level - counts for graduate credit
6 = beginning graduate level - first year of the masters program
7 = intermediate graduate level - second year masters program/advanced graduate
8 = doctoral level
9 = advanced doctoral level

Second digit denotes area:
1 = introduction and synthesis
2 = learning and cognition
3 = design and development
4 = evaluation and research methods
5 = interactive technology and distributed learning
6 = management and performance technology
7 = continuing education and lifelong learning
8 = field work and internship
9 = independent study

Third digit denotes sequence within an area.
Sequence example: Courses to be taken consecutively in the design and development area:
IDE 631 Instructional Design I
IDE 632 Instructional Design II

---

### Academic Research and Professional Studies: IDD&E Complete Course Listing of Regularized Courses

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</tr>
</thead>
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<td>IDE 552 Digital Media Production*</td>
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<td>IDE 712 Analysis for Human Performance Technology Decisions *</td>
<td>IDE 651 Message Design for Digital Media</td>
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<tr>
<td>IDE 737 Advanced Instructional Design *</td>
<td>IDE 656 Computers as Critical Thinking Tools</td>
</tr>
<tr>
<td>IDE 621 Principles of Instruction and Learning *</td>
<td>IDE 756 Design and Management of Distance Education</td>
</tr>
<tr>
<td><strong>Instructional Design and Development</strong></td>
<td>IDE 850 Doctoral Seminar in Conducting Lit Reviews **</td>
</tr>
<tr>
<td>IDE 631 Instructional Design and Development I *</td>
<td>IDE 711 Methods &amp; Techniques for Teaching &amp; Training Adults</td>
</tr>
<tr>
<td>IDE 632 Instructional Design and Development II *</td>
<td>IDE 772 Education Technology in International Settings*</td>
</tr>
<tr>
<td>IDE 730 Topics in Design and Development: Specialized Settings</td>
<td>IDE 761 Strategies in Educational Project Management *</td>
</tr>
<tr>
<td>IDE 736 Motivation in Instructional Design</td>
<td>IDE 762 Performance Improvement: Promise and Practice</td>
</tr>
<tr>
<td>IDE 830 Doctoral Seminar in Design and Development **</td>
<td>IDE 764 Planned Change and Innovation</td>
</tr>
<tr>
<td>IDE 831 Knowledge Management in Instructional Design</td>
<td><strong>Fieldwork and Internship</strong></td>
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<td>IDE 641 Techniques in Educational Evaluation *</td>
<td>IDE 680 Fieldwork and Internship</td>
</tr>
<tr>
<td>IDE 741 Concepts and Issues in Educational Evaluation</td>
<td>IDE 980 Fieldwork and Internship</td>
</tr>
<tr>
<td>IDE 742 Introduction to Survey Research **</td>
<td><strong>Independent Study and Dissertation</strong></td>
</tr>
<tr>
<td>IDE 841 The Nature and Design of Inquiry **</td>
<td>IDE 690 Independent Study</td>
</tr>
<tr>
<td>IDE 843 Dissertation and Research Seminar **</td>
<td>IDE 990 Independent Study</td>
</tr>
<tr>
<td>**</td>
<td>IDE 999 Dissertation Research **</td>
</tr>
</tbody>
</table>

(* required pre-doctoral core; ** required doctoral core)
IDD&E doctoral students are expected to acquire both instruction and experience in the methods and conduct of research. Required and recommended courses and experiences are described below.

Each student’s research preparation plan should first be defined with his / her academic advisor, and will then be reviewed and approved during the mid-program Portfolio Review.

Waivers, transfer courses, or substitutes are possible with appropriate approvals. The purpose of these requirements is to ensure that the student is as prepared as reasonably possible to conduct dissertation research, as well as to continue scholarly work after program completion.

**COURSE WORK**

**Required IDDE doctoral courses**

**IDD&E Doctoral Research Core Requirement**

- IDE 742 Intro. to Survey Research**
- IDE 841 The Nature & Design of Inquiry**
- IDE 843 Dissertation Research Seminar**
- EDU 655 Educational Tests & Measurement**

**SOE Research Breadth Requirement**

- EDU 603 Introduction to Qualitative Research Methods**
- EDU 647 Statistical Thinking and Applications**

**SOE Research Depth Requirement for BOTH Academic and Professional Studies**

The following are the standard sequences (See next section for course replacement options)

- EDU 810 Advanced Seminar in Qualitative Research Methods I (or equivalent)
- EDU 815 Advanced Seminar in Qualitative Research Methods II (or equivalent)
  "AND"
- EDU 791 Advanced Seminar in Quantitative Research Methods I (or equivalent)
- EDU 737 Quantitative Research Design (or equivalent)

As mentioned above there are a variety of research depth courses offered across campus. Some programs offer specific types of research methods and analysis courses, both qualitative and quantitative, that may be more appropriate (than the sequences listed above) based on your research interests. If you, and your advisor, select courses from other programs it is your responsibility to meet the prerequisite requirements and identify when and how often the courses are offered, being sure that they fit within your schedule.

See tables below to options for quantitative and qualitative course selections.
**Options for Quantitative Depth Requirements:**

Standard advanced quantitative sequence: EDU 791, EDU 737

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 886 Multivariate Research Methods</td>
<td>Discussion and critique of multivariate research methods, designs, and strategies as applied in contemporary educational research. Practical applications in multivariate research design, implementation, and interpretation of data.</td>
</tr>
<tr>
<td>IOR 678 Statistical Design and Analysis of Experiments</td>
<td>Paired and independent tests and their validity, K-variable analysis, and randomized block design analysis of variance, factorial and fractional designs, method of least squares, response surface methodology, nonlinear least squares.</td>
</tr>
<tr>
<td>MAS 723 Nonparametric Statistics</td>
<td>Statistical methods that make no assumptions about the probability distribution sampled. Methods based on signs, ranks, and order statistics, related aspects of probability theory, statistical inference, special procedures, and case examples. <strong>PREREQ:</strong> MBC 638 OR MAS 653</td>
</tr>
<tr>
<td>MAS 743 Linear Statistical Models I: Regression Models</td>
<td>General regression model, estimation methods, general linear hypothesis tests, residual analysis, indicator variables, multicollinearity, autoregressive model, weighted least squares, variable-screening procedures.</td>
</tr>
<tr>
<td>MAS 777 Time Series Modeling and Analysis</td>
<td>Fundamental concepts and procedures for forecasting discrete time series for planning and control. Regression analysis, ARIMA methods, econometric modeling, transfer functions, intervention analysis, Kalman filters, univariate and multivariate methods. <strong>PREREQ:</strong> MBC 638</td>
</tr>
<tr>
<td>MAS 788 Causal Modeling and Analysis</td>
<td>Multivariate Statistical techniques and analysis strategies for formulating and testing causal models using both experimental and nonexperimental data sources Path analysis, correlation and causality, sources of estimation-bias interpretation and limitations simultaneous equation models, confirmator, factor analysis, measurement error and latent variable models, and structural equations. <strong>PREREQ:</strong> MBC 638</td>
</tr>
<tr>
<td>PSY 691 Meta-Analysis</td>
<td>Statistical procedures, as well as practical issues involved in the conduct of meta-analyses. Permission of Instructor. <strong>PREREQ:</strong> PSY 655</td>
</tr>
<tr>
<td>PSY 756 Statistical Methods in Education and Psychology III</td>
<td>Continuation of PSY 655. Analysis of variance and related techniques, with emphasis on fundamental experimental designs; multiple comparisons; tests of assumptions; introduction to multiple regression, multiple correlation, and the linear model. <strong>PREREQ:</strong> PSY 655</td>
</tr>
<tr>
<td>PSY 757 Multiple Correlation and Regression</td>
<td>Regression versus correlation models. Interpreting regression coefficients, and multiple, partial, and semipartial correlation coefficients. Choosing and cross-validating models. Locating outlying and influential cases. Computer packages and extensive application to behavioral science data.</td>
</tr>
<tr>
<td>PSY 853 Experimental Design and Statistical Tests</td>
<td>Experimental design and appropriate statistical tests. Use of the analysis of variance and covariance techniques. <strong>PREREQ:</strong> PSY 756</td>
</tr>
<tr>
<td>PSY 854 Statistical Analysis in Research Design</td>
<td>Applications of logic transformation to models for binary responses and design of observational studies. Issues of reliability, research design, and analysis. <strong>PREREQ:</strong> PSY 853</td>
</tr>
<tr>
<td>PSY 857 Multivariate Analysis</td>
<td>Statistical techniques dealing with situations involving many variables. Multivariate analysis of variance, discriminant analysis, canonical correlations, and classification procedures. <strong>PREREQ:</strong> PSY 756</td>
</tr>
</tbody>
</table>
### Options for Qualitative Depth Requirements:

**Standard qualitative sequence: EDU 810, EDU 815**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFE 700 Qualitative Research Practicum</td>
<td>Observation, interviewing, literature search and review, data analysis and writing in support of on-going research and student-led initiatives.</td>
</tr>
<tr>
<td>CFE 813 Multicultural Narratives and Educational Change</td>
<td>Narratives from diverse ethnic/racial, gendered, and cultural positions. Questions of representation in narrative analysis. Place of narrative in social sciences. Role of narrative in educational change. Relationships of stories to theory, self to other.</td>
</tr>
<tr>
<td>EDU 700 Narrative Inquiry in Qualitative Research</td>
<td>Narrative inquiry in educational and social research.</td>
</tr>
<tr>
<td>MFT 885 Qualitative Research Methods in Family Therapy</td>
<td>A qualitative inquiry in the social sciences. Students will learn to apply qualitative research methodology to understand human phenomena and life. PREREQ: CFS 631</td>
</tr>
<tr>
<td>ANT 682 Life Histories/Narratives</td>
<td>Evaluation of personal narratives (fieldwork memoirs, reflexive writings), oral histories and testimonials of respondents, a means of personalizing ethnographic discourse, giving more direct voice to respondents, and increasing multivocality. Issues of reflexivity, subjectivity, authority. Additional work required of graduate students.</td>
</tr>
<tr>
<td>ANT 684 Social Movement Research Methods</td>
<td>A range of research methodologies relevant to the study of social movements. Stimulates critical thinking about these methodologies' ethical implications. Students develop proposals for projects carried out the following semester.</td>
</tr>
<tr>
<td>ANT 781 Ethnographic Methods</td>
<td>Cultural anthropological research techniques. Participant observation, various types of interviewing, psychological testing devices, use of photographic and tape recording equipment, methods of recording field data, problems of developing rapport.</td>
</tr>
<tr>
<td>HST 695 Historical Narratives and Interpretation</td>
<td>Comparison and exploration of the documentary and the written word as alternative formats for presenting history. Documentaries and historical writings are examined and discussed using case studies.</td>
</tr>
<tr>
<td>HST 804 First-Year Graduate Research Seminar</td>
<td>Seminar geared to particular research interests of first-year students.</td>
</tr>
<tr>
<td>IRP 705 Strategic Planning, Implementation and Evaluation in International Affairs</td>
<td>Strategic planning, project implementation and methods of evaluation useful in the field of international affairs. Overview of qualitative techniques ranging from participant observation to elite interviewing and program evaluation and analysis.</td>
</tr>
<tr>
<td>PSC 694 Qualitative Political Analysis</td>
<td>Survey of qualitative methods in political science research. Topics include elite interviewing, participant observation, content analysis, and discourse analysis. Discussions center on research practices and exemplary applications.</td>
</tr>
</tbody>
</table>
Dissertation Research Preparation

While the requirements listed above provide basic preparation to do research, additional courses may be required in order to conduct specific types of dissertation studies. Examples follow, but specifics should be worked out with the advisor.

For quantitative types of studies … (in addition to EDU 791 Advanced Quantitative Research Methods I and EDU 737 Quantitative Research Design)

Evaluation Dissertation
IDE 741 Concepts and Issues in Educational Evaluation

Survey Research Dissertation
PSY 756 Statistical Methods in Education and Psychology III
PSY 757 Multiple Correlation and Regression
PSY 758 Advanced Educational and Psychological Measurement
PSY 857 Multivariate Analysis

Experimental / Quasi-Experimental Research Dissertation
PSY 853 Experimental Design and Statistical Tests
PSY 854 Statistical Analysis in Research Design

Meta-Analysis Research Dissertation
PSY 691 Meta-Analysis

For qualitative types of studies … (in addition to EDU 810 Advanced Qualitative Research Methods I and EDU 815 Advanced Qualitative Research Methods II)

Case Study Research Dissertation
ANT 781 Ethnographic Methods
HST 695 Historical Narratives and Interpretation

Ethnography or Life History Research Dissertation
ANT 781 Ethnographic Methods
ANT 682 Life Histories/Narratives

Course Selection and Tracking form

The following form will help you select courses that will support your doctoral studies. It will be wise for you to keep this document up-to-date and bring it to advising sessions.
# IDDE Doctoral Student Course Advising, Selecting, and Tracking Form

## REQUIRED PRE-DOCTORAL COURSES: (from IDDE master’s program or equivalent)
- IDE 552 Digital Media Design 3 crd (Technology foundations)
- IDE 611 Technologies for instructional settings 3 crd (Intro sequence)
- IDE 621 Principles of instruction and learning 3 crd (Intro to learning and cognition)
- IDE 631 Instructional design and development I 3 crd (Intro to instructional design and dev)
- IDE 632 Instructional design and development II 3 crd (Practice in instructional design and dev)
- IDE 641 Techniques in educational evaluation 3 crd (Intro to program evaluation)
- IDE 761 Strategies in educational project management 3 crd (Practice in project management)
- IDE 712 Analysis of human performance tech decisions 3 crd (Introduction to front end analysis)
- IDE 772 Ed Tech in International Settings 3 crd (International perspectives)
- IDE 737 Advanced Instructional Design 3 crd (Application in applied practice/capstone)

Total 30 crd IDDE practice level competencies

## REQUIRED DOCTORAL CONTENT DEPTH COURSES: (2 core, 4 elec courses)
- IDE 830 Seminar in design and development 3 crd (IDDE depth)
- IDE 850 Doc seminar in conducting literature reviews 3 crd (IDDE depth through lit review process)
- IDE ___ * 3 crd (IDDE depth, based on specialty)
- IDE ___ * 3 crd (IDDE depth, based on specialty)
- IDE ___ ** 3 crd (IDDE specialty)
- IDE ___ ** 3 crd (IDDE specialty)

Total 18 crd depth

## REQUIRED DOCTORAL RESEARCH COURSES: (10 required core courses)
- IDE 841 Inquiry & research design 3 crd (Research/Scholarship)
- IDE 843 Dissertation research seminar 3 crd (Research/Scholarship)
- IDE 742 Introduction to survey research 3 crd (Research/Scholarship)
- EDU 655 Educational measurement 3 crd (Research/Scholarship) or equivalent
- EDU 647 Statistical thinking and application 3 crd (Research/Scholarship – initial quant), or equivalent
- EDU 603 Introduction to research methods 3 crd (Research/Scholarship – initial qual) or equivalent
- EDU 791 Advanced Quantitative Research Methods I 3 crd (advanced quant) or equivalent
- EDU 737 Quantitative Research Design 3 crd (advanced quant) or equivalent
- EDU 810 Advanced Qualitative Research Methods I 3 crd (advanced qual) or equivalent
- EDU 815 Advanced Qualitative Research Methods II 3 crd (advanced qual) or equivalent
- _______ 3 crd (specialty as required)

Total 30 – 33 crd

## REQUIRED DOCTORAL DISSERTATION: (9 required credits)
- IDE 999 Dissertation credits 9 crd

Total 9 crd

## FOUNDATION DOCTORAL COURSE: (1 required, may be waived for another course)
- EDU 781 Total 3 crd (cultural foundations)

Required Total crds beyond Bachelor’s 90 crd

* Select 2 of the following choices: IDE 772 Educational technology in international settings, IDE 741 Concepts and issues in educational evaluation; IDE 764 Planned change and innovation; others courses by approval.
** Select 2 additional of the following: IDE 736 Motivation in Instructional Design; IDE 771 methods and techniques for teaching and training adults; IDE 762 Performance improvement: Promise and practice; IDE 831 Knowledge management; others courses by approval.
3. DOCTORAL PORTFOLIO POLICIES AND GUIDELINES

Preliminary Review (Portfolio) / 45 Hour Exam

This review and/or Examination generally occurs at the end of your first year of full-time study, or upon completion of your forty-fifth hour of course work beyond the bachelor's degree. Check with the Program Area or your academic advisor as to the review procedures for your area.

Part 1: Purpose

The purpose of the Portfolio is to provide an opportunity for advanced graduate students to present a comprehensive record of themselves to the Instructional Design, Development and Evaluation faculty for critical assessment. The specific content of the portfolio, and its format, is determined by the student. The portfolio is a compilation of documents and other materials which represents the student’s competence to complete doctoral course work in Instructional Design, Development and Evaluation (IDD&E). The IDD&E faculty decides whether an individual continues in the IDD&E program based on a review of the information presented in the portfolio. The portfolio is considered an examination. The portfolio examination should occur at a point no sooner than 45 hours, and no later than 54 hours into the total doctoral program of studies. The student should also have completed at least 18 credit hours of course work at Syracuse, 12 of which were in IDD&E. The portfolio should be compiled in consultation with the student’s program advisor.

Portfolio Components

1. Personal Data

   I. Completed “Application to Submit Portfolio” form (Appendix D: Attachment 3.3)
      
      i. Write and include a brief statement of professional goals (approximately 750 words).
      
      ii. Find and Include 2-3 published job descriptions that best describe the professional activities you aspire to engage immediately upon completion of your doctorate.
      
      iii. Completed School of Education Formal Doctoral Plan (Attachment 3.1).

      • Write all courses in CORRECT section, indicate waivers, provide copies of signed forms in portfolio
      • Include a brief description of your RAP
      • Include a brief description of your planned dissertation (be sure RAP and dissertation align with each other)
      • Indicate your potential committee members (those who have agreed)

   iv. Curriculum Vita including academic background, employment history, scholarly works, special skills, teaching activities, etc.

   v. Student copies of official transcripts for the following:

      • Graduate courses, credits taken at Syracuse University, including hours credited toward SU doctorate. NOTE: All incompletes must be completed prior to portfolio submission, failure to do so will lead to “not pass yet.”
      • Graduate courses taken elsewhere, including hours credited toward Syracuse University doctorate.
vi. Graduate Record Examination Scores; verbal, analytical and quantitative. A copy of the relevant petition should be included within the portfolio if GRE waived.

vii. Work Samples with personal reflections on each works (what is it, who worked on it, what does it tell other about your focus). including:

A. Papers, projects, etc. that represent the quality of the student.
   • Faculty evaluations and grades of course work, including professor comments on papers where appropriate.
   • Personal reflections on these works
   • Evidence of development in IDD&E area of specialization.

viii. Residency Summary (See residency requirements section)

1. Copies of professional publications, reports, presentations with personal reflections on each works (what is it, who worked on it, what does it tell others about your focus).

Part 2: Portfolio Examination Procedures

1. **Registration** The IDD&E faculty will set the dates to review portfolios once each Fall and Spring semester. The student files a portfolio registration form with the IDD&E departmental secretary at least 45 days prior to the portfolio examination date. Consult with your program advisor with questions regarding the “Application to Submit Portfolio” form.

2. **Submit Portfolio** It is highly recommended that your portfolio be developed and presented in an electronic format with an accompanying, short, paper-based overview of key elements.

   **REVIEW YOUR PORTFOLIO WITH YOUR ADVISOR SEVERAL WEEKS PRIOR TO FINAL SUBMISSION TO MAKE SURE IT MEETS REQUIREMENTS!** Final submission goes to the program administrator who will coordinate the faculty review.

3. **Review Portfolios** are submitted for review by the entire IDD&E faculty. Each IDD&E faculty member reviews the portfolio and informs the student’s program advisor of their recommendation. A faculty member may request additional information from the student, in which case, the student must provide the information and have the portfolio accepted by the faculty members before being allowed to register for credits beyond 66 hours. See the Doctoral Review Form that is completed by faculty during the review process.

   The tentative result of the portfolio review will be available from the student’s advisor after the group meeting of the faculty members. Students will be contacted by their advisor to discuss briefly the review prior to their meeting with the entire faculty. The focus of the meeting with the advisor is to briefly discuss faculty feedback prior to meeting with the entire faculty and to decide what action(s) should be taken as a result of the faculty decision rather than focus on the reason for the decision.

   All judgments are made by faculty consensus on the scheduled portfolio examination date. A student may appeal a faculty decision by petition within two weeks of the decision. A written record of the results of each person’s portfolio review will be placed in his/her permanent file by the IDD&E Chairperson. The faculty make one of four decisions:
1. **Pass:** Recommend student continue doctoral program.

*Conditional Pass:* Recommend specific aspects of the portfolio that must be expanded or improved before the student passes portfolio. In order to satisfy the conditions for passing the portfolio, the student must re-submit additional detail or additional information based on the advice of the faculty and in consultation with the student’s program advisor. Satisfactory re-submit information can be submitted during any scheduled IDD&E faculty meeting, but no later than the next scheduled portfolio examination period.

*Not Yet Pass:* Recommend the student not pass portfolio at this time. Insufficient data presented to the IDD&E faculty in order to render a satisfactory recommendation. Student has the option to re-submit her or his entire portfolio during a subsequent portfolio examination period.

**Fail:** Terminate student’s doctoral program in IDD&E. Alternatives are presented at this time. The judgment criteria in addition to that which has already been described above include: residency activities commensurate with the professional position desired, the completion of all incomplete grades, and a current grade point average of 3.25.

**Description of Residency Program in IDD&E**

The development of criteria and procedures to operationalize the doctoral residency requirement would seem properly to rest on a shared understanding on the general spirit of the residency requirement. The following characterization is offered as an initial starting point for subsequent discussion.

The residency requirement is invoked in order to insure that students spend a period of concentrated, uninterrupted work on their academic preparation. This is to be a period marked by intense attention to course work, projects, research, and active participation in academic life. Residency is a time of socialization into the values and norms of professional life. It provides an opportunity for students to acquire knowledge and to practice needed skills within a protected environment of personal supervision and support. Residency is essential to prepare students for full professional participation; it supports the development of increasing levels of professional independence and responsibility; it provides a means to complete the necessary transition from student to colleague. Doctoral students may subsequently select from among a varied array of career paths including applied or theoretical work; a mix of attention to research, teaching, development, administration, and service; affiliation with any number of disparate professional groups; and employment in such a diverse settings as academia, government, business and industry, military, and public service. Regardless of the student’s career path, a common core of all doctoral education is the student’s intellectual and professional preparation within the academic setting. The residency requirement is designed to promote and insure the quality and intensity of that academic preparation.

The purpose of the doctoral residency is therefore to facilitate such outcomes as

- an extended **concentration** in a few areas of professional and intellectual development,
- an increased **variety** of professional and intellectual activities,
- the expansion of **professional involvement** generally,
- the development, extension, and use of **professional resources** including personal communication networks.
To accomplish these outcomes requires considerable out-of-class interaction with faculty, especially on substantive issues, considerable out-of-class interaction with fellow students on substantive issues, considerable involvement in professional activities of various kinds, such as giving presentations, attending professional conferences, helping to organize departmental events (brown bags, consortia, orientation programs), and so forth, considerable familiarity with what professional resources exist and knowledge of how to access and use them.

It is difficult to accomplish these outcomes while physically distant from the faculty, fellow students, and resources of the academic program—hence the notion that it is necessary to be “in residence” in order to accomplish these outcomes.

1. Evidence of Residence

One means of giving form to this general spirit of doctoral residency is to identify the indicators that could be used to establish that residency outcomes such as those listed above have been accomplished. Because of the diversity of student backgrounds and professional goals, and in keeping with the heterogeneous nature of doctoral program, it is necessary to think in terms of classes of indicators that would be appropriate. The residency should provide the opportunity for practice in a low-risk, safe environment and experience with a variety of professional activities in which the student shows active, self-initiated participation.

Some of the kinds of activities that a student might engage in during residency are listed on the next two pages. The residency activities selected should be clearly relevant to the student’s post-graduation career plans. Thus, the type and percentage of activities under the suggested categories will differ depending on the student’s background, academic interests, and career goals. The activities of students pursuing a Ph.D. should not differ with respect to quantity, quality, or the other criteria identified above. Similarly, students wishing to work in an academic setting will select different types of activities from students seeking business or industry setting, but the same review criteria are equally relevant.

2. Sample Residency Activities

**Research, Writing, Presenting**
- author/co-author a book review, concept paper, practical paper, or research article
- contribute to a professional newsletter
- conduct collaborative research with fellow students or faculty, work as a research assistant
- critique a colleague’s research article draft
- develop a grant proposal
- present a paper at state, national, and international professional conferences

**Professional Services**
- serve in a graduate student organization
- serve on a departmental, college, or university committee
- serve on a professional committee or in a professional elected or appointed office
- organize a professional conference or serve as chair/discussant at a professional meeting
- organize an invited speaker session or departmental new-student orientation
- organize study groups, seminars, forums, lecture series

**Teaching**
- work as a teaching assistant, teach a course, guest lecturer in a course
- tutor fellow students, serve as a mentor for junior students
- develop course instructional materials, prepare instructional aids
• proctor an exam

**Development, Consultation, and Project Management**
• serve as director or associate director of a project
• participate in a consultation activity, prepare a consultation report for an actual client
• develop specifications and products for instructional applications
• participate as a planner or instructional designer on a project
• participate as an evaluator on a project
• serve as a field test subject for the formative evaluation of an instructional project

**General Professional Participation**
• serve as a research subject
• attend/participate in professional colloquia and seminars
• attend/participate in state, regional, or national professional meetings
• attend/participate in relevant professional presentations on campus (e.g., new technology demonstrations)
• host visitors to campus, observe colleagues in an innovative or exemplary program
• initiate and lead a seminar with faculty participation

Students are expected to accomplish these activities as opportunities arise out of class work; TA; GA; RA assistantships; departmental, school, and university activities; outside projects; and their own initiative. It is to the student’s advantage to participate in as many of these activities as possible within the constraints of other school, occupational, family, and health considerations. It is the faculty’s responsibility to provide guidance, supervision, review, and certification of the departmental residency requirement. Because these activities provide strong evidence of professional preparation and are especially useful in securing the student’s post-graduation employment, the departmental residency requirement is ultimately the responsibility of the individual student.

**3. Suggested Procedures**

If there is agreement about the spirit of the residency and the categories of appropriate evidence as discussed above, then we might proceed to the identification of procedures or mechanisms for implementing the residency requirement.

**It is required that all IDD&E doctoral students complete departmental doctoral residency requirements such as those described in the handbook.**

**Student Notification of Requirement:** The departmental residency requirement will be explained to all doctoral students during the annual fall student orientation sessions.

**Informal Plan:** As a part of the student’s preparation of the informal doctoral plan, the student will prepare a statement of the type and amount of activities which the student expects to submit as evidence of completion of the departmental residency requirement. The student’s academic advisor will advise, review, and approve this initial plan.

**Portfolio Review:** As a part of portfolio documentation, the student will submit a summary of all residency activities completed, in progress, and planned. Students are encouraged to identify all activities they feel meet the spirit of the requirements, not restricted to those listed above, and to confer with other students and faculty about possibly relevant activities. It is understood that this summary may differ substantially from the expectations identified in the Informal Plan statement due to changing student interests and in response to unforeseen opportunities. The Portfolio Review summary however should
include activities consistent with the spirit of the residency requirement and with the student’s own career plans. If sufficient progress toward completion of the departmental residency requirement is not evident at the Portfolio Review, the student may fail or be asked to repeat portfolio.

Include a concluding section in your portfolio "Residency Summary" that indicates the faculty member who has agreed to serve as your dissertation advisor. The dissertation advisor agrees to chair, or at least serve on the student’s dissertation committee. The dissertation advisor may or may not be the same individual as the student’s doctoral academic advisor, and should be invited by the student to serve on the student's committee on the basis of similarity of research interests and faculty availability. Students will not pass the Portfolio Review without a designated dissertation advisor.

4. Suggested Review Criteria

The summary statements of residency activities submitted by the student as part of the Informal plan, Portfolio Review, and Preliminary Oral should each include all residency-related activities since the student began the doctoral program (activities prior to entering the program cannot be counted as part of residence in the program). As in Sample Residency Activities section provided above, these activities should be listed and described under such categories as Research and Writing, Professional Service, Teaching, Development, Consultation, and Project Management, and General Professional Participation. These summary statements will be reviewed according to the following criteria:

**Variety:** Students should engage in a diversity of activities reflecting the major aspects of the careers they are preparing for.

**Quantity:** Since understanding and mastery require repeated practice and experience, students should engage in many activities within the major categories.

**Quality:** An increase in the quality of the activities performed should be evident as the student progresses from incoming student to senior student to junior professional colleague.

**Uniqueness:** The activities performed should evidence student growth and, to a considerable extent, be different from professional activities prior to joining the doctoral program, and be different from other doctoral requirements.

**Initiative:** The summary statements should evidence the student's individual initiative in identifying, pursuing, and completing residency-related activities.

**Collaboration:** The summary statements should evidence the student’s collaboration with other students and with faculty, especially in the earlier stages of the doctoral program.

**Independence:** The summary statements should evidence increased student independence in residency-related activities, especially as the student nears the end of the doctoral program.

The application of these review criteria requires the use of professional judgment; each student is to be considered on an individual basis within the general normative framework of all IDD&E doctoral students—there are no magic numbers or formulae.

**Filing Your Formal Program Plan (Attachment 3.2)**

In the semester after your preliminary review (PORTFOLIO), you must file your Formal Program Plan with the Higher Degrees Committee (via the Graduate Recorder). Your
Formal Plan of Study **must be approved by your advisor and by the Higher Degrees Committee.** Once the program is approved, it, unlike the informal program you submitted in your first semester, must be *amended by petition* if changes need to be made. It is your responsibility to develop this plan in conjunction with your advisor.

*(See copy of form in Appendix C)*
IDD&E Doctoral Portfolio Review Form  Page 1 of 2

Student: ___________________________________________  Date: ______________
Reviewer: __________________________________________

Review decision:  □ Pass  □ Not Yet  □ Fail
If the decision is a not-yet-pass, indicate actions required of student and:
□ Develop a new portfolio and resubmit to the full committee
□ Review by the full committee of requested revisions
□ Complete specified items and review with faculty advisor.

Recommendations to the student: (courses, activities, etc.)
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Current advisor:  Dissertation advisor:

Specific portfolio items:

IDD&E Doctoral Core* Requirements: (check or mark with W for waiver submitted) ** choice of other IDE 800/700 level courses for depth

| IDE552 – Digital Media Production | IDE641 – Educational Evaluation |
| IDE611 – Technologies for instructional settings | IDE712 – Analysis of Human Performance |
| IDE621 – Principles of Instr & Learning | IDE761 – Strategies in Edu Project Management |
| IDE631 - D&D I (design) | IDE737 – Advanced Instruc Design (capstone) |
| IDE632 – D&D II (development) | IDE772 – Ed Tech in Intl Settings |
| IDE830 – Doctoral Seminar Design/Develop.* | IDE850 – Doc Sem in Conducting Lit Reviews * |
| IDE___ –  ** | IDE___ –  ** |

IDD&E Required Research Core Requirements: (check or mark with W for waiver submitted)

| IDE742 - Introduction to Survey Research | EDU603 – Intro to Qual. Research Methods |
| IDE841 - Inquiry & Res. Design* | EDU647 - Statistical Thinking and Applications |
| IDE843 - Dissertation Research Sem.* | EDU655 – Educational Measurement |
| EDU791 – Adv Quantitative Methods I | EDU810 – Adv Qual. Methods I |
| EDU737 – Quantitative Research Design | EDU815 – Adv Qual. Methods II |

Recommended IDD&E Dissertation Specialty Research courses: (based on dissertation work)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

School of Education Requirements:  □ EDU 781 (check of mark with W for waiver submitted)

Informal Doctoral Plan:  □ (signed and filed with Academic Affairs)
Formal Doctoral Plan:  □ (unsigned - to be signed by PhD advisor)
Area(s) of specialization/concentration: □ prepared □ insufficient prep

Evidence of Functional Residency: □ sufficient activities □ insufficient activities

Research Apprenticeship Plans: □ Complete □ Estimated complete date: ______
  Advisor:
  Topic / focus:
  Relationship to Dissertation:

Dissertation Plans:
  Topic:

  Suggested Committee:

________________________________________________________________________ □ evidence of commitment
________________________________________________________________________ □ evidence of commitment
________________________________________________________________________ □ evidence of commitment

Personal Statement □ included
Resume □ included
Sample positions sought: □ included

Note: There should be a clear relationship among personal statement, positions sought, and preparation/focus
4. RESEARCH APPRENTICESHIP PROJECT (RAP) GUIDELINES

Research Apprenticeship Project (RAP) Registration Form (Appendix E; Attachment 3.4 a)

Research Apprenticeship Requirement

Ph.D. students must complete a research apprenticeship prior to starting qualifying exams and beginning work on the dissertation. As part of this requirement you must submit a completed research document in publishable format to the Higher Degrees Committee before you apply to take your Qualifying Exam.

The RAP is usually supervised by a sole faculty member, who is either the student’s program advisor or another faculty member. In other cases another faculty member will serve as a sponsor. Faculty sometimes sponsor RAPS in which the student assists with the ongoing research of the professor. Faculty also sponsor RAPS in which the student develops and carries out an independent research project.

Our experience with the RAP requirement suggests that, in general, the greater benefit is derived from experience in a sponsors’ ongoing project or in a student-initiated project that is closely related to the sponsor’s research program. More independent projects, in which the sponsor serves more as consultant than mentor, seem best suited to students whose research skills are comparatively well-developed and already tested in practice.

The RAP should expose the student to all the typical phases of an empirical research project: framing a question or problem in a meaningfully researchable form; planning the procedures for generating relevant data; organizing, analyzing, synthesizing the data; sifting defensible conclusions from the results; relating the findings and interpretations to other bodies of conceptual and empirical work. Exposure need not involve active participation in a study from beginning to end. A student might become involved with a project, for example, after the questions have been framed and the data collected. In such a case the student would be actively involved in planning and conducting the data analyses, integrating the results, and relating them to the questions previously framed.

PROCESS TO COMPLETE THE RAP

I. Arrange Apprenticeship experience with advisor
II. Complete Research Apprenticeship Registration Form (Attachment 3.4b; SOE 3.3)
III. Include Complete RAP (maximum 30 double-spaced, typed pages)

A full description and detailed procedures for the report are contained in a document prepared by the Research Committee entitled The Research Apprenticeship. This form is available in the Office of Academic Services, 270 Huntington Hall.

(See copy of form in Appendix E)

INTENT OF THE RAP

The Research Apprenticeship Project (RAP) is designed to bridge the developmental gap between substantive and methodological courses and the challenges posed by the Ph.D. dissertation. The RAP requires a degree of integration and hands-on application that goes beyond the demands of separate courses. At the same time, it requires less initiative and independence
than the dissertation. Often the RAP will combine active engagement in some aspects of an overall research project with more passive/vicarious involvement in the other aspects.

The RAP provides an opportunity to expand, consolidate and apply the perspectives and procedures garnered from methodological and disciplinary course work. It does this on a smaller scale and in a more protected context than the dissertation would afford. At the pre-dissertation stage of doctoral training, the RAP should provide an enriched mentoring relationship between a skilled, experienced researcher and an embryonic protégé. Within this relationship, the apprentice has a chance to complete several of the developmental tasks that would not otherwise be faced until the dissertation stage. Within the RAP it is possible for the apprentice and mentor to practice, test and refine the skills that will be needed in the dissertation as well as later in the professional career.

GUIDELINES FOR PREPARING APPRENTICESHIP REPORTS

There are two guiding principles to the student’s involvement level. First, the student should actively participate in a significant portion of the overall research endeavor (“significant portion” is deliberately left open to good faith and careful advisory judgment.) Second, regardless of the pattern of active participation, the student should have a thorough understanding of the project as a coherent entity. The student will demonstrate this understanding in a final report of the RAP, written by the student (with guidance from the RAP sponsor.) The RAP report, which is submitted to the Higher Degrees Committee, should be a completed research document, in a form consistent with manuscripts submitted to professional journals in a relevant area. See in the following pages detailed “Guidelines for Preparing Apprenticeship Reports.”

It is the responsibility of the student, in consultation with the advisor, to arrange the apprenticeship experience, including linkage with a RAP sponsor in cases where the program advisor will not be the sponsor. The timing of the RAP varies, but students generally undertake the RAP after completing most of their coursework in research methods. Credit hours for the RAP also vary. Some students complete the RAP within the context of a regular course (in which case the course instructor sponsors the RAP). Others contract with their sponsor for an independent study course carrying 3 to 6 hours. Still others conduct the RAP without any formal credit hours. Attachment 3.3 found in the “Orange Book”, is a Research Apprenticeship Registration form, which is to be filed with the Higher Degrees Committee before the RAP commences.

APPROVAL OF THE RAP REPORT

While final approval of a dissertation rests with a committee of advisors and independent readers, approval of the RAP report rests entirely with the RAP sponsor. Once it has been approved, a copy of the submission form and cover page and abstract are submitted to the Higher Degrees Committee. Appendix E of this document is a form to be filled out jointly by the RAP sponsor and the Student. An important element of this form is the division of labor on various phases of the overall research effort, indicating the relative student and sponsor contributions.

CONSIDERATIONS OF FORMAT AND STYLE

Most empirical disciplines have a set of conventions—partly traditional, partly arbitrary, but essentially useful for reader and writer alike—for presenting reports of scholarly inquiry.
preparing the Apprenticeship Report, consider which journals would be the most likely outlets for such research (i.e., journals dealing with similar substantive questions/topics addressed in a similar type of research.) The conventions for such a journal ought to be used for the Research Apprenticeship Report, with one additional proviso: maximum length of 30 double-spaced typed pages, not counting references, tables, figures or footnotes not incorporated in text.

What follow are some general guidelines for organizing the Research Apprenticeship Report. These are likely to apply to any paper (regardless of topic, research tradition, or particulars of journal style) in which the goal is clear and efficient communication.

MAJOR COMPONENTS OF THE RESEARCH REPORT

There are four typical components of a report of empirical research: (I) a statement of the study’s focal point(s), along with the larger conceptual/empirical frameworks that provide a rationale for the study; (2) an account of the investigative procedures used in the study, with enough detail to permit other investigators to critique or to replicate: (3) an organized, integrated presentation of the findings of the study; and (4) a more widely ranging interpretation of those findings in relation to previous work and theoretical/clinical/policy implications.

In APA style these sections are typically called Introduction, Method, Results, and Discussion (with Results and Discussion combined in shorter articles.) Some researchers will interweave Methods and Results (this is particularly useful in certain kinds of qualitative reports.) Some will use non APA section titles. In any case, however, the objective is the same - to convince the reader that a thoughtful, rational, logical process of inquiry has taken place.

Published reports of empirical research usually begin with an Abstract. This is a concise summary (200 to 400 words) that gives the readers a kind of “Cliff Notes” orienting background to their careful reading of the complete article. Apprenticeship Project Reports should begin with such an Abstract.

The rest of these Guidelines provide more specific suggestions for presenting the information related to Introduction, Method, Results, and Discussion. The specific suggestions also apply to reports that do not employ the common four-part structure.

INTRODUCTION

Not an exhaustive view of the literature, but rather an organized highlighting of some major themes with some specific references to major studies bearing on those themes: clinical vignettes or other anecdotes from the field may be helpful in grounding the issues.

Should give the reader a sense of what issues have not yet been adequately addressed, but are, in the cumulative tradition of empirical research, appropriate to address at this time.

Should conclude with the posing of the specific questions of the study, either particular hypotheses to be tested in the case of confirmatory research or open-ended topics to be covered in the case of exploratory research.

The acid-test of an effective Introduction is whether the reader says, “Oh, of Course,” after reading the questions to be addressed by the study, instead of reacting with surprise, puzzlement, or other symptoms of conceptual whiplash.
**METHOD & RESULTS**

Tell the reader where the data came from: in what settings; from which subjects; by what methods of observation, interaction, instrumentation; from what archival or other nonreactive records.

Make a case for the adequacy of the sample: in terms of “breadth-vs.-depth” of understanding; give the reader enough information to decide how far to generalize the findings beyond the setting/subjects in the study, and with how much confidence to make those generalizations.

The procedures used to gather data should strike the reader as “face valid” means of tapping the phenomena of interest in the introductory questions: in addition, previous validating data on these procedures, if available, should be mentioned.

Procedures of “processing” the data (qualitative or quantitative) should be appropriate to the nature of the raw data as well as to the questions being asked.

Organization, format, presentation of the analyses (both process and outcome) should be clear and linear (i.e., proceeding from section to section in a cumulative order); the reader should have the experience of an unfolding drama or in some unfortunate cases, a comedy), not a puzzle.

Acid-tests for the Method and Results: as the procedures are encountered, the reader should have another “Oh, of course” reaction to the relevance of the question from the introduction; after finishing Results, the reader should be able to summarize (at least descriptively, if not interpretively) the finding and, even without benefit of the Discussion, have a beginning sense of what answers can now be offered to the questions stated in the Introduction.

**DISCUSSION**

At first, some integration and synthesis are needed, but at this point still the discourse is closely tied to the data themselves.

Next, more conceptual interpretation of the findings: their relationship to the questions posed; perhaps some alternative clusters of inferences to the drawn; perhaps some comment on the internally consistent/contradictory nature of the findings (either in terms of specific studies or extracted main themes, as originally presented in the Introduction.)

Finally, the traditional “Where do we go next” section; not meant to be a speculative orgy, but rather as in the Introduction, a carefully considered discussion of what questions (a) have not yet been adequately addressed and (b) in part because of the current study, are ready for inquiry.

The guidelines described above are offered as ways of efficiently and effectively communicating research procedures and results. These guidelines should not limit the creativity of students who seek alternative means of effective communication.
5. DOCTORAL QUALIFYING EXAM

IDDE Doctoral Qualifying Examinations Eligibility & Registration Form (Appendix F)

The IDDE Doctoral Qualifying Exams are typically scheduled three times during the calendar year (Fall-Spring-Summer). The attached Registration Form is intended to help doctoral students, faculty and IDD&E staff plan for the exams. In addition to serving as a summative assessment in specific curriculum areas, the exams also are intended to assist in guiding a synthesis and integration of related coursework and residence experience.

To be eligible IDDE doctoral students must have successfully completed 69 credits of coursework, their RAP, passed the Doctoral Portfolio review and submitted their Final Doctoral Program Plan. All courses in your doctoral plan which have incompletes or missing grades must be completed. Course completion requirements for each exam area (suggesting depth in knowledge and skills) are identified in the IDDE Doctoral Qualifying Examination Registration Form (Appendix F). You must discuss qualifying exams with your adviser before applying.

Signup and Recordkeeping:

Formal registration for doctoral examinations requires completion of an Application for Doctoral Qualifying Examination which is issued by 270 Huntington Hall. You must submit your application to the Graduate Recorder at least two weeks prior to the administration of the examination. If you are not planning to complete all exams (2 written and 2 proposal exams) in the current semester or summer, then a preliminary sign up to take one or several of the exams can be accomplished by submitting this completed IDDE Registration Form to the IDDE secretary. The written exams must be completed within two exam periods. A formal sign up process with 270 Huntington Hall must be completed eventually when all exams are scheduled to be completed.

Application to take Qualifying Written Exam (Attachment 3.5)

The examination in the major area is a written exam. The exam is prepared and evaluated by a faculty member who may request a second faculty member reader. Your department must report the results of your exam to the Graduate Recorder for the Higher Degrees Committee.

This exam covers the major field and, if applicable, the minor. For candidates who designate a minor area, the exam totals 2 one-half days in the major field and 2 one-half days in the minor. (See your advisor about IDD&E minor exam process.) The examination in the minor area is prepared and evaluated by faculty in the area specified. The process of preparing the minor area exam and reporting the results is the same as for the major area.

It is possible for a candidate to pass one, but not the other. If any area is failed twice, the advisor may recommend additional courses before the third trial. A candidate who fails the major or the minor area three times will not receive doctoral candidacy.

(See copy of form in Appendix F)

Areas of the IDD&E qualifying exam: Required – (1) research; (2) Integrated Design, Development, Evaluation, Management, Technology; if declared, (3) Minor
IDDE Doctoral Qualifying Examination Registration Form

Name ___________________________________ Date Passed Portfolio __________________
Academic Advisor ______________________ Date of Application ___________________

<table>
<thead>
<tr>
<th>Intended Exam Period:</th>
<th>Fall 20__ (January)</th>
<th>Spring 20__ (May)</th>
<th>Summer 20__ (August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam No.:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exam Preparation Course Completed Date/Grade

I. Research

**IDE841 The Nature and Design of Inquiry ________
**IDE843 Dissertation Research Seminar ________
**IDE742 Introduction to Survey Research ________
**EDU603 Intro to Qual. Research Methods (or equivalent) ________
**EDU647 Statistical Thinking and Applications (or equivalent) ________
**EDU655 Educational Measurement (or equivalent) ________
**Advanced Quantitative Research I (or equivalent) ________
**Advanced Quantitative Research II (or equivalent) ________
**Advanced Qualitative Research I (or equivalent) ________
**Advanced Qualitative Research II (or equivalent) ________

II. Integrated Design, Development, Evaluation, Management, Technology

**IDE830 Doctoral Seminar in Design and Develop ________
**IDE850 Doctoral Seminar in Conducting Literature Reviews ________
## IDE611 Instructional Technologies Ed Settings (or equivalent) ________
## IDE621 Principles of Instruction & Learning (or equivalent) ________
## IDE631 Instructional Design & Development I (or equivalent) ________
## IDE632 Instructional Design & Development II (or equivalent) ________
## IDE712 Analysis for Human Performance Technology Decisions (or equivalent) ________
## IDE737 Advanced Instructional Design (or equivalent) ________
## IDE761 Strategies in Educational Project Mgt (or equivalent) ________

Design and Technology (at least 3 required)

* IDE656 Computers as Critical Thinking Tools ________
* IDE736 Motivation in Instructional Design ________
* IDE756 Design and Mgt of Distance Education ________
* IDE762 Perform. Improvement: Promise & Practice ________
* IDE764 Planned Change and Innovation ________
* IDE 771 Methods & Techniques for Teaching & Training Adults ________

International Perspectives (at least 1 required)

*IDE 772 Education Technology in International Settings ________
*____________________________________(non-IDDE equivalent) ________

Evaluation (at least 1 required)

## IDE641 Techniques in Ed Evaluation (or equivalent) ________
*IDE741 Conceptual Issues in Ed Evaluation ________

** Doctoral core/exam requirement  ** Required (or equivalent) pre-doctoral core
6. DISSERTATION PROPOSAL PREPARATION AND DEFENSE

Dissertation Proposal Cover Sheet (Attachment 3.6)

After passing all components of the Qualifying Examination, submit two copies of your dissertation proposal to the Higher Degrees Committee (via the Graduate Recorder in 270 Huntington Hall). Approval of your proposal will be in accordance with the IDD&E procedures:

2. A clear statement as to the nature of the problem and why it is worthy of study
   The kind of data to obtain
   How you are going to obtain these data
   How you are going to deal with the data you've obtained
   The nature and significance of the contribution the dissertation may make to the field

When you have successfully defended and received approval of your dissertation proposals, you will have successfully completed the qualifying exams process and be considered a doctoral candidate. You will have 5 years to complete your dissertation work.

Each program area of the School of Education has developed procedures for proposal hearings appropriate to the degree sought. Since these vary from one program area to another, you should make sure that you are aware of the procedures that apply to you. What constitutes acceptable doctoral research is a question that can be addressed only with respect to specific fields of inquiry and with the guidance of scholars in those fields. It should be noted that your Dissertation Committee, working within the procedures approved by each program area, has the ultimate responsibility for approving the design and execution of the study as well as the dissertation describing it.

(See Appendix G)

IDD&E DISSERTATION AGREEMENT

In working on a dissertation together, the faculty member serving as dissertation chairperson and the dissertation student are entering a professional relationship that will extend several months, perhaps years, into the future. Sharing expectations about this working relationship can help avoid confusion, minimize misunderstandings, and promote smooth, productive collaboration. Below is a statement of general IDD&E expectations concerning the dissertation process. Following that is space for both the faculty member and student to record any additional expectations either may have. Discussion and signature of this document can help launch a productive professional relationship.

IDD&E PROGRAM EXPECTATIONS

The IDD&E Program has certain expectations about the dissertation process, including:

Topic. Before a student and faculty member can reasonably agree to work together, the student is expected to have identified a clear research topic of interest. It is this topic of mutual interest that creates the basis for the working relationship. If the research topic changes substantially over time, the student has the right to find a different faculty member with whom to work. Similarly, the faculty member has the right to withdraw from the dissertation work if the topic changes dramatically. IDD&E further expects that the dissertation topic is, in some way, related both to
the experience, expertise, and skills of the faculty member, as well as to one of the major areas of educational technology, broadly considered. The dissertation must reflect a topic in IDD&E.

**Course Preparation.** Prior to substantial work on the dissertation research, the student is expected to have obtained adequate course preparation, both in terms of research methods and content-related knowledge and skills. Students must be adequately prepared to fully participate in the research, even if that means taking courses that exceed existing School of Education or IDD&E course requirements. For example, tackling a particular research problem may necessitate the student taking all the advanced courses in instructional design, or the entire sequence of qualitative methods courses. It is the faculty member’s responsibility to insure that the student has adequate course preparation prior to commencing the dissertation research. Courses are typically the most efficient way to acquire the necessary background skills; students should not be expected to teach themselves the basics of research, nor should faculty be expected to tutor students because they failed to obtain prerequisite knowledge and skills.

**Experience Preparation.** In addition to course preparation, the student is expected have acquired the necessary experience with research procedures, and with the selected topic, before beginning the dissertation study. A master’s thesis, the research apprenticeship or practicum, independent studies, project work, etc., are all means by which students can experience research. The dissertation may be the student’s first attempt to conduct his or her own research, but it must not be his or her first research experience. Similarly, the student should have some form of prior experience with the research topic, either through prior study, work or practical experience, personal experience, etc. Minimal prior experience with the content of the research is essential if the student is to conduct feasible, meaningful, and important research on that topic.

**Language Preparation.** Dissertations are to be written in English, following APA 6th ed. format. All dissertation students, US and international, are expected to have a strong mastery of written English before beginning the dissertation research. If necessary, courses in English usage or composition should be completed before starting the research. Faculty are expected to read student manuscripts carefully and thoroughly, making suggestions for editorial, as well as content, revisions as necessary. Students are expected to submit well-written manuscripts, relying on outside editorial assistance if necessary. Faculty members are not expected to read poorly-written manuscripts, nor to extensively edit or re-write student work.

**Reasonable Progress.** Students are expected to work continuously, although not necessarily full-time, on their dissertation research. Acknowledging that research progress is often slow and uneven, IDD&E nevertheless expects students to make reasonable progress on their research. Once students have satisfied the 9 dissertation credit hour requirement, they are expected to register for dissertation credit each semester until they complete the dissertation research. Faculty are expected to take on only that number of students whose reasonable progress they can support. If the student does not show reasonable progress over a six month period, the faculty member has the right to withdraw from the research.

**Faculty Responsiveness.** Faculty are expected to be reasonably available, in person or by phone or email, in order to assist the student. Students should be able to expect reasonable turnaround on drafts. During the academic year, a faculty response within two weeks is reasonable, longer than a month’s delay is not reasonable. Response time is likely to be slower during summer, sabbatical leave, or extended travel leaves. If chronic delays seriously impede their work, students have the right to seek another faculty advisor.
Research Leadership. The chairperson of the dissertation committee has the primary responsibility for directing the nature of the dissertation research. It is expected that the student and the dissertation chairperson will have prior experience working together in class, on projects, etc., to insure a compatible personal match. Committee members may make special contributions supporting the student in terms of content knowledge, research methods, study management, technical skills, or personal support. Although following the chairperson’s lead, they share the responsibility of approving the dissertation research at such key points as proposal defense, study implementation, final document, and dissertation oral. The student is expected to maintain primary contact with the chairperson. If problems arise, the student should raise them first with the chairperson, and then other members of the dissertation committee, before approaching the department chairperson or other faculty.

Research Quality. The dissertation chairperson, followed by the committee members, has the primary responsibility for insuring that the final quality of the dissertation research reflects well on the dissertation student, the committee, and the IDD&E program. The faculty are not to allow the dissertation process to be rushed or compromised at the expense of the quality of the work. The student has the right to expect support in producing high quality research, as well as to be fully prepared for the final dissertation oral.

IDD&E Dissertation Agreement Form (not a School of Education Required Document)

FACULTY MEMBER EXPECTATIONS: As a dissertation chairperson, I have the following expectations for this dissertation work together (e.g., I will not support a final dissertation oral defense during a holiday or the summer break.):

1. 
2. 
3. 

STUDENT EXPECTATIONS: As a dissertation student, I have the following expectations for this dissertation work together (e.g., I would expect to be able to contact you by phone or email at least once every two weeks.):

1. 
2. 
3. 

AGREEMENT: We have discussed both the IDD&E and our own expectations for the dissertation process, and agree to work together, to the extent possible, within these shared expectations.

Dissertation Student ___________________________ Date: __________

Dissertation Chairperson ___________________________ Date __________
7. CONDUCT AND DEFEND DISSERTATION

DISSertation PROCESS

<table>
<thead>
<tr>
<th>Activity</th>
<th>When</th>
<th>To whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>File Notice of Intent to Defend Doctoral Dissertation</td>
<td>Semester before you intend to defend (see Important Filing Dates below)</td>
<td>Associate Dean’s Secretary (270 Huntington Hall)</td>
</tr>
<tr>
<td>Dissertation Advisor contacts Associate Dean to identify outside readers and defense date</td>
<td>No later than 5 weeks before defense date, after approval by committee</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Submit Request for Oral Exam form</td>
<td>No later than 4 weeks prior to defense date</td>
<td>Administrative Assistant in 270 Huntington Hall</td>
</tr>
<tr>
<td>Provide 3 copies of dissertation</td>
<td>No later than 3 weeks before defense date</td>
<td>Outside readers via 270 Huntington Hall</td>
</tr>
</tbody>
</table>

Intent to Defend Doctoral Dissertation Notice (Attachment 3.7)

The Notice of Intent to Defend Doctoral Dissertation alerts the Office of Academic Services to determine interest among the faculty in serving as a reader for your oral defense. It also alerts the Graduate Recorder to review your file and prepare it for clearance to allow you to proceed with the oral defense. This form must be signed by your Dissertation Advisor to indicate that Committee feels you will be ready to defend your document. *(See copy of form in Appendix H)*

IMPORTANT FILING DATES

<table>
<thead>
<tr>
<th>SEMESTER OF DEFENSE</th>
<th>INTENT TO DEFEND MUST BE FILED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>AUGUST 15th</td>
</tr>
<tr>
<td>SPRING</td>
<td>DECEMBER 15th</td>
</tr>
<tr>
<td>SUMMER</td>
<td>APRIL 15th</td>
</tr>
</tbody>
</table>

Request For Dissertation Examination (Attachment 3.8)

When your dissertation is approved by your dissertation advisor and every other member of your committee, and **no later than 5 weeks before your defense date**, the dissertation advisor should contact the Associate Dean to request readers.

Your dissertation committee advisor coordinates the time and date of the oral defense with your committee members and the readers. Submit the Request for Oral Examination form **no later than 4 weeks** prior to your chosen defense date to the Administrative Assistant in the Office of Academic and Student Services, 270 Huntington Hall.

In addition to providing the members of your committee with a completed copy of your dissertation, you will also need to provide **3 completed copies** to the Administrative Assistant in the Office of Academic and Student Services, 270 Huntington Hall, **no later than 3 weeks** before your defense date to allow time for review by the readers.
The Associate Dean appoints two faculty members from outside of your program area to serve as readers of the dissertation. Readers submit written reviews 48 hours before the scheduled oral examination. One copy of the reader's review goes to the Administrative Assistant in the Office of Academic and Student Services, 270 Huntington Hall, and one copy goes to your dissertation advisor who will share it with you and your whole committee. The Associate Dean will also appoint the chair of the oral examination.

You are evaluated on your dissertation and on your field of specialization by the three members of your committee and the two readers. Your dissertation is successful if the majority of the committee approves your defense. One of the affirmative votes must come from a reader. No more than one person can dissent. Usually the Graduate School representative does not vote on the oral examination.

It is not unusual for candidates to be passed with the provision that the dissertation committee supervise the corrections or additions to the final draft of the dissertation. *Corrections to the dissertation for acceptance must be completed and approved two weeks prior to your proposed graduation date or date as determined by the Graduate School.*

The Chair of the Oral Defense will notify the Graduate School of the results of the Oral Defense. However, in order to facilitate the completion of your academic records in the School of Education, contact the Office of Academic and Student Services, 270 Huntington Hall, with the results of the Oral Defense upon completion. *(See copy of form in Appendix I)*

### 8. GRADUATE

Congratulations … the dissertation process is complete! Well done in completing your this part of your journey… now, what is next for you??

Please do plan to attend the doctoral student and faculty dinner, School of Education Convocation where you will be hooded, and the University Commencement.
**SU Email Account**

All IDD&E students are required to use an SU email account (username@syr.edu). All IDD&E news and events, group mailings, announcements, distance education course logins, etc. will be posted only to your SU email address. Faculty will use your SU email account for course and advising communications. If you wish to use an email address provided by another institution or commercial Internet service provider, you can set up your university email account to forward to your preferred email account. It is your responsibility to check and maintain your SU email account. Notify the IDD&E Program Administrator of your SU email account immediately. Student email accounts are available to all SU students and are usually distributed to new students prior to their arrival. If you have not receive your email account visit Su Information Technology and Services at 116 Hinds Hall.

**Doctoral Advisors and Committees**

You will be assigned a course advisor when you are accepted into the program, a Ph.D. advisor after passing your portfolio review, and a dissertation advisor when completing your dissertation work. Your initial doctoral course advisor will advise you on your initial course work and preparation for portfolio. After passing portfolio, an IDD&E faculty member (Ph.D. advisor) will agree to advise you on preparation for qualifying exams and dissertation proposal. In preparation for beginning your dissertation work you will identify a dissertation advisor who will be chair of your dissertation. You must have at least ONE core IDD&E faculty member on your dissertation committee. This person does not have to be your chair. You may change your advisor, with permission from your intended new advisor at anytime. Often student will change advisors to work with someone who is interested in similar research areas.

**School of Education Continuous Registration Policy**

The University has long had a requirement of continuous registration during each academic semester once a student matriculates. That is, every fall and spring semester, students must be registered for courses that are part of their programs. Students who are in between courses, or who have completed all courses and dissertation credits, but who are still working on requirements such as projects, exams, or portfolios, meet this requirement by registering for GRD 998 Degree in Progress, for “0” credit hours. Online registration of GRD 998 is accepted during regular registration periods.

Beginning Spring 2011, students who have registered for GRD 998 for any 4 semesters, will be charged a $500 fee when they register for the 5th semester of GRD 998, and beyond. (For the first 4 semesters during the coursework phase of a graduate degree, the fee will be waived.) This fee charged upon enrollment indicates continuing engagement in a graduate program; it recognizes the continuing use of faculty, staff, and institutional resources, even during periods when courses are not being taken. It is designed to encourage students to enroll in courses on a continuous basis so that they complete their degree programs expeditiously.

During the PhD dissertation phase students are required to register for a minimum of 9 dissertation credits (EDU 999). The dissertation must be defended within five calendar years of advancement to candidacy (completion of “qualifying examination”). The candidate is expected to maintain continuous registration until the dissertation is successfully defended. During this five calendar year timeframe, students will be exempt from paying the $500 fee once they have registered for total number of dissertation credits as indicated on the formal program of study. Students in this phase will register for EDU 999 for “0” credit hours. Once the five calendar year phase has lapsed, students will be required to register and pay for EDU 999 for “1” credit hour each fall and spring semester until successfully defending the dissertation.
If circumstances are such that students have to register for GRD 998 for an extended period of time, students must take a leave of absence. A Leave of Absence permits extension of the time to complete your degree a maximum of one year. Forms for this purpose may be obtained in the Office of Academic and Student Services, 270 Huntington Hall.

**Student involvement in professional conferences and travel funding**

It is strongly encouraged that doctoral students participate (e.g., present, chair sessions, provide technical support, etc.) in professional local, state, national, and international conferences. You should notify faculty of your intention to present at conferences. It is also strongly recommended that you have a faculty member review your proposal submissions prior to submission. IDDE faculty have a great deal of experience in writing, reviewing, and presenting papers at conferences which may be very helpful to you in developing a successful submission. You should allow at least 2 weeks for requested faculty reviews and revisions. Remember, your participation in conferences is a reflection of the IDDE program at Syracuse University as well as a reflection on your professional training.

A limited amount of travel funds are available for IDDE doctoral students who are presenting at relevant conferences. Students who have had presentations accepted to a professional conference may request travel funding 1 time per year, to help support their travel. *It is highly recommended that students review their proposal with a faculty member BEFORE submitting.* Requests for travel funding then should be made to the department head after receiving notification of acceptance of your paper and prior to the conference. Funding decisions (and level of funding) will be made based on available IDDE funds, type of presentation (e.g., concurrent session, poster session, etc.), topic of presentation (e.g., research, development, conceptual) and relevance of conference association to IDDE. Your request must include (1) information on the conference (e.g., which conference, location, and travel dates) (2) evidence of acceptance, (3) the monetary request, and (4) indications of how you intend to spend the money (e.g., airfare, housing, conference fees, etc.). Travel funding is provided to only one student for each single presentation, e.g., only one student who co-authors a paper will be funded. This process is competitive. The faculty will consider your request and notify you of the outcome prior to the conference.

As a condition for receiving this funding you must arrange to present your paper to the IDDE community at a brown bag, poster session, class, etc. prior to (in some cases after) the conference. At least one faculty member must be present.
IDD&E FACULTY AND STAFF

Available for doctoral advising/dissertation committees/ dissertation chair. The following core members of IDD&E faculty are able to serve as a doctoral advisor or dissertation committee member. At least one of the core faculty must be on your dissertation committee.

IDD&E Core Faculty

Tiffany A. Koszalka, Professor (core)
Ph.D., The Pennsylvania State University

E-mail: takoszal@syr.edu
Office: 335 Huntington Hall, Syracuse, NY 13244-2340
Phone: 315-443-5263

Background and Interests:
Dr. Koszalka began working in instructional design and technology integration in the early 1980’s. She earned both a master’s degree in Instructional Technology (1985) and a doctorate in Instructional Systems with a minor in Cultural Anthropology (1999).

She spent over a decade designing and managing large-scale business and industry training projects that integrated leading-edge technologies into instructional solutions. In the mid-1990’s she shifted her attention to technology integration in K-12 and higher education environments. Her interests focus on the integration among instructional design, learning and technology and the factors that affect adoption of technology. These interests are driven by her curiosity about how to use technology to enhance instructional and learning environments; thus designing instruction to better support learning.

She has often serves in assessment and research roles as well as consulting on instructional design and technology integration for agencies such as NASA, NSF, DOE, private industry, and K-12 school districts. Most recently she has been collaborating with a large school system (2,000+ educators, 60,000+ students) in Thailand on instructional technology matters and teacher professional development.

Dr Koszalka has published widely, presented papers at international conferences, and serves on an international design board and editorial boards for several well respected journals. She advises doctoral and master’s students and teaches graduate-level courses both in the classroom and at a distance.

Regularized courses she teaches:
IDE 621 Principles of Instruction and Learning
IDE 631 Instructional Design and Development I
IDE 656 Computers as Critical Thinking Tools
IDE 737 Advanced Instructional Design
IDE 756 Design and Management of Distance Education
IDE 830 Doctoral Seminar in Design & Development
IDE 850 Doctoral Seminar in Conducting Literature Reviews
Jing Lei, Associate Professor (core)
Ph.D., Michigan State University

E-mail: jlei@syr.edu
Office: 336 Huntington Hall, Syracuse, NY 13244-2340
Phone: 315-443-1362

Background and Interests:
Dr. Lei completed her Ph.D. at Michigan State University (MSU) in the Learning, Technology, and Culture Program. She graduated from the Graduate School of Education at Peking University in China with a M.A. in Higher Education and from Henan University with a B.A. in School Education.

Dr. Lei’s scholarship focuses on how information and communication technology can help prepare a new generation of citizens for a globalizing and digitizing world. Specifically, her research interests include technology integration in schools, social-cultural and psychological impact of technology, technology in informal learning settings, emerging technologies for education, and technology supported subject learning.

Her research papers appear in such journals as Teachers College Record, Journal of Educational Computing Research, British Journal of Educational Technology, Journal of Computing in Teacher Education, and Computers and Education. Her recent publications include The Digital Pencil: One-to-One Computing for Children (2008, Lawrence Erlbaum Associates publishers). Her research has been featured in influential media including USA Today, US News and World Report, and Education Week. For more information about Dr. Lei’s research, please visit http://faculty.soe.syr.edu/jlei/.

Regularized courses she teaches:
IDE 201 Integrating Technology Into Instruction I (1 credit)
IDE 301 Integrating Technology Into Instruction II (1 credit)
IDE 401 Integrating Technology Into Instruction III (1 credit)
IDE 611 Instructional Technologies for Educational Settings
IDE 712 Analysis for Human Performance Technology Decisions
IDE 716 Capstone Practicum in Design, Development, & Evaluation
IDE 772 Educational Technology in International Settings
Nick L. Smith, Professor and Chair (core)
Ph.D., University of Illinois

E-mail: nlsmith@syr.edu
Office: 333 Huntington Hall, Syracuse, NY 13244-2340
Phone: 315-443-3703

Background and Interests:
With training in psychology and social science research methodology, Nick L. Smith, has conducted numerous evaluation and applied field research studies in such areas as community change, teacher education, special education, and medical education. For several years, he directed a research and development effort to create alternative methods for evaluators in local school districts and state departments of education.

Nick's primary interest in the methodology of inquiry is reflected in the courses he teaches in evaluation methods and theory, sample survey methods, and research and dissertation design. His more recent research and writing are on topics in evaluation theory and practice, and inquiry design.

His Advice to students: Successful completion of the IDD&E master’s program requires an extended journey of focus, commitment, and hard work. This journey is made possible through the personal support of a nationally and internationally known faculty dedicated to maximizing the growth and future contributions of IDD&E students. The journey is made enjoyable through a supportive community of staff, faculty, adjunct professors, and fellow students who share mutual interests, professional resources, collaborative projects, and celebratory social events. Welcome to our community.

Regularized courses he teaches:
IDE 641 Techniques in Educational Evaluation
IDE 741 Concepts and Issues in Educational Evaluation
IDE 742 Introduction to Survey Research
IDE 841 The Nature and Design of Inquiry
IDE 843 Dissertation Research Seminar
Gerald S. Edmonds, Adjunct Professor
Ph.D., Syracuse University

E-mail: gedmonds@syr.edu
Office: Syracuse University Project Advance, 400 Ostrom Ave., Syracuse, NY
Telephone: (315) 443-2404

Background and Interests:
Emerging technologies & qualitative methods

Courses he teaches:
IDE 651 Message Design for Digital Media
IDE 632 Instructional Design and Development II

Jerry Klein, Research Professor
Ph.D., Florida State University

E-mail: jwklein@syr.edu
Office: 337 Huntington Hall, Syracuse, NY 13244-2340
Phone: (315) 443-3703

Background and Interests:
Jerry Klein is a Research Professor at Syracuse University. He holds a joint appointment with IDD&E and Syrits, a University College associated business that provides technology-enhanced instructional development services to both the public and private sector. Prior to joining Syracuse University, he was a senior instructional designer with Telecommunications Research Associates where he was responsible for developing eLearning courses for the telecommunications industry.

Courses he teaches:
IDE 831 Knowledge Management
IDE 680/IDE 980 Internships and Fieldwork

Rob Pusch, Adjunct Professor
Ph.D., Syracuse University

E-Mail: rpusch@syr.edu
Office: Syracuse University Project Advance, 400 Ostrom Ave., Syracuse, NY
Telephone: (315) 443-2404

Background and Interests:
Dr. Pusch is an Associate Director and instructional designer for Project Advance. He is responsible for the development of online materials and courses at Project Advance. His research interests include computer and instructional technologies, instructional design, learning and teaching, online instruction. He teaches a motivation course for IDD&E and serve on dissertation committees.

Courses he teaches:
IDE 736 Motivation in Instructional Design
IDE 632 Instructional Design and Development II
Alexander Romiszowski – Technical Director, Training Systems Institute
Ph.D., Loughborough University

E-Mail: ajromisz@syr.edu
Office: 330 Huntington Hall, Syracuse, NY 13244-2340
Telephone: (315) 443-3703

Background and Interests:
Dr. Romiszowski's research and development interests include instructional design and distance education and their application in education. He has worked as consultant to many private and public organizations, including United Nations' projects in Spain, Italy, Hungary, and Brazil. Before coming to Syracuse, he taught instructional technology at universities in England, Brazil, and Canada. He has published extensively in the field, including the trilogy Designing Instructional Systems, Producing Instructional Systems, and Developing Auto-Instructional Materials.

Courses he teaches:
IDE 771 Methods and Techniques for Teaching and Teaching Adults

Scott Shablak, Research professor
Ed.D., Syracuse University

E-mail: sshablak@syr.edu
Office: Huntington Hall Syracuse University
Telephone: (315) 443-1362

Background and Interests:
Dr. Scott Shablak, has 35 years experience in educational leadership as a teacher, school administrator, faculty member, assistant dean for professional development, and executive director of the School Study Council at Syracuse University. His areas of expertise include: professional development in educational settings; best technology and leadership practices research; program and training assessments and evaluation; and curriculum and instruction redesign.

Chuck Spuches, Associate Dean, Outreach Instructional Quality & Technology, SUNY-ESF
Ed.D., Instructional Design, Development & Evaluation; Syracuse University

E-mail: cspuches@esf.edu
Office: SUNY-ESF, 219 Bray Hall, Syracuse, NY 13210
Telephone: (315) 470-6810

Background and Interests:
Responsibilities and current projects include ESF Educational Outreach, including ESF in the High School; instructional quality and instructional technology efforts; and ESF's strategic planning initiative, Daring to Dream.

Courses he teaches:
IDE 764 Planned Change and Innovation
David Tiedemann - Director, Faculty Computing and Media Services
Ed.D., Educational Leadership, University of San Diego

E-mail: tiedeman@syr.edu
Office: Faculty Computing and Media Services, 164 Newhouse II, Syracuse, NY
Telephone: (315) 443-1814

Background and Interests:
David teaches continuing education and graduate courses on videoconferencing. Recent publications include: "An Overview of Distance Learning Development and Delivery Applications," "Designing a Digital Learning Center & the Art of Compromise" (with R. Dow and M. Legaspi), "Bridging Miles and Instructional Paradigms: A Videoconferencing Course Team-Taught by Instructors 325 Miles Apart" (with C. Bragg); and a "Video Distribution Systems". He is active in various professional associations in governance and editorial capacities, including: AECT; Consortium of College and University Media Centers; Directors of Educational Technology in California Higher Education; and the Western Cooperative for Educational Telecommunications.

Barbara Yonai – Director, Office of Institutional Research and Assessment
Ph.D., Syracuse University

E-mail: bayonai@syr.edu
Office: 400 Ostrom Avenue, Syracuse, NY 13244-3250
Phone: (315)443-4572

Background and Interests:
After eight years of teaching in the public schools as a special educator, Dr. Yonai came to Syracuse University to complete her doctorate with an emphasis in evaluation. She worked as an evaluator at the Center for Support of Teaching and Learning for several years and is interested in course and program evaluation. Dr. Yonai has provided workshops on instructional development, formative evaluation, test construction, and assessment for both higher education and public school faculty.

IDD&E ADMINISTRATIVE STAFF

Linda Tucker, IDD&E Administrative Assistant

E-mail: lltucker@syr.edu
Office: 330 Huntington Hall
Phone: (315)443-3703

Responsibilities: Linda knows everything about the operation of IDD&E and should be consulted on all administrative matters from admissions through graduation … and everything in between!
Philip Doughty, Emeritus Associate Professor, Executive Director Training Systems Institute
Ph.D., Florida State University

E-mail: pldought@syr.edu

Background and Interests: Phil Doughty fills the role of IDD&E senior citizen with three decades of experiences in the program. Each of those thirty years he has directed and collaborated on an average of six research, development, evaluation, and front-end planning projects. These projects, some internal to SU and others involving local schools and organizations, national government agencies and corporations as well as international organizations, have provided opportunities to try out new interventions, practice what the field (and IDD&E) professes, and other practical experience to master’s and doctoral students. The projects also have served as case examples in Phil's graduate courses, which focus primarily on front-end analysis, instructional development.

Donald P. Ely, Emeritus Professor
Founding Director of the ERIC Clearinghouse on Information and Technology; Ph.D., SU

E-mail: dely@ericir.syr.edu

Background and Interests: Instructional Design, Development and Evaluation, and Founding Director, ERIC Clearinghouse on Information and Technology, Syracuse University; Visiting Professor of Instructional Systems, Florida State University; Adjunct Professor, Faculty of Educational Science and Technology, University of Twente (The Netherlands). He studied conditions that facilitate the implementation of educational technology innovations; cross-cultural transfer of media; history and philosophy of the field of educational technology; trends in educational technology.

Roger Hiemstra, Emeritus Professor
Ph.D. University of Michigan

E-mail: hiemstra@mailbox.syr.edu

Field/Interests: Dr. Hiemstra is the past president of the Commission of Professors of Adult Education and former editor of Lifelong Learning: The Adult Years and Adult Education Quarterly. Dr. Hiemstra has focused much of his scholarship on the identification of teaching implications and resources related to adults and self-directed learning and is the author of numerous articles and book chapters. He is also the co-author of several books, including Overcoming Resistance to Self-Direction in Adult Learning; Professional Writing: Processes Strategies and Tips for Publishing in Educational Journals; Creating Effective Learning Environments; Self-Direction in Adult Learning; and Individualizing Instruction.
## APPENDIX A – RD1 Attachment 3.0

### Form: Informal Doctoral Program Plan

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD1</td>
<td>Informal Program of Study</td>
<td>3.0</td>
<td>Appendix A</td>
<td>First semester</td>
</tr>
</tbody>
</table>

Go to: [Overview of the Doctoral Process Checklist](#)
Go to: [The Doctoral Degree Program Process Flowchart](#)
Syracuse University - School of Education

Complete form accessible at: http://soe.syr.edu/current/student_services/forms.aspx

Informal Doctoral Program Plan

Name: ___________________________ SUID: ___________________________

Program of Study: ___________________________ Check One: ☐ Ed.D ☐ Ph.D

Mailing Address: ___________________________

Phone: ___________________________ E-mail: ___________________________

1. What is your purpose in pursuing the Ph.D or Ed.D degree? Why have you chosen this degree in preference to the other? (Attach written response)

2. How many SU credit hours do you intend to take?

3. How many, if any, credits do you intend to transfer from another institution?

4. When do you anticipate taking EDU 781?

5. How and when will you fulfill your research requirements?

6. When will you do your preliminary review?

7. When will you do your research apprenticeship or practicum field experience requirements?

8. When will you take your qualifying exams?

9. How many credits do you intend to use for your dissertation (9-24)?

10. How many credits do you intend to have in your total program?

Student’s signature ___________________________ Date ___________________________

Advisor’s signature ___________________________ Date ___________________________

Dean’s signature ___________________________ Date ___________________________

Note: File this Informal Program Plan with 270 Huntington Hall, Office of Academic and Student Services. A copy will be provided to you and your advisor.
APPENDIX B – RD2 Attachment 3.1

Form: Petition to the Faculty

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>RD2</td>
<td>Petition To The Faculty (amend formal plan)</td>
<td>3.1</td>
<td>Appendix B</td>
<td>As needed</td>
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</tbody>
</table>

Go to: [Overview of the Doctoral Process Checklist](#)
Go to: [The Doctoral Degree Program Process Flowchart](#)
### Form: Formal Doctoral Program Plan

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>RD4</td>
<td>Formal Doctoral Program Plan</td>
<td>3.2</td>
<td>Appendix C</td>
<td>Sign-off at portfolio</td>
</tr>
</tbody>
</table>

Go to: [Overview of the Doctoral Process Checklist](#)
Go to: [The Doctoral Degree Program Process Flowchart](#)
Complete form accessible at: [http://soe.syr.edu/current/student_services/forms.aspx](http://soe.syr.edu/current/student_services/forms.aspx)

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**School of Education**  
**Formal Doctoral Program Plan**

This form should be completed in consultation with your program advisor in the semester after your preliminary review. Once approved, any changes need to be amended by a Petition to the Faculty form or by completing an updated Formal Doctoral Program Plan.

When entering courses:

A. For courses in each transfer credit section, please note that all courses must come from accredited colleges/universities (or equivalently recognized) and must have earned a grade of B or better.

B. List all Syracuse University course numbers, titles, and credit hours (both completed and anticipated) as they appear/will appear on your Syracuse University transcript.

C. Finally, all courses can be listed only once.

<table>
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<tr>
<th>Program Name:</th>
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<tbody>
<tr>
<td>Name:</td>
<td>SUID#</td>
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<td>(Please provide any other names that may appear on transcript)</td>
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<tr>
<td>Current Mailing Address:</td>
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<th>Telephone</th>
<th>Email</th>
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**PREVIOUS GRADUATE WORK:**

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<th>University or College attended</th>
<th>Degree Earned</th>
<th>Date</th>
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Please note that Sections 1, 3, and 5 below are now separated by Transfer and Syracuse University courses

**SECTION 1: Major Area**

A. **Transfer courses** to be used for this doctoral program and to be posted to my student record.

<table>
<thead>
<tr>
<th>Prefix and #</th>
<th>Course Title per transcript</th>
<th>University (other than SU)</th>
<th>Grade</th>
<th>Hours</th>
<th>Semester-Year</th>
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Formal Doctoral Plan Continued

### B. Syracuse University courses

<table>
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<tr>
<th>Prefix and #</th>
<th>Course Title per transcript</th>
<th>Grade</th>
<th>Hours</th>
<th>Semester-Year</th>
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**SECTION 1:** Major Area Credits Total (both transfer and SU courses listed above):
Ph.D. students are required to list at least 45 credit hours in the Major Area section.

**SECTION 2:** Research and Scholarly Inquiry Competencies

#### A. Transfer courses to be used for this doctoral program and to be posted to my student record.

<table>
<thead>
<tr>
<th>Prefix and #</th>
<th>Course Title per transcript</th>
<th>University (other than SU)</th>
<th>Grade</th>
<th>Hours</th>
<th>Semester-Year</th>
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#### B. Syracuse University courses

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Appendix C - 50
Formal Doctoral Plan Continued

SECTION 2: Research/Scholarly Inquiry Competencies Total (both transfer and SU courses above):
Consult your Ph.D. "Orange Book" for description of requirement and course options. A minimum of 12 credits are required in this section.

SECTION 3: Research Apprenticeship
Briefly describe the nature of this experience, either planned or completed. (Consult the Ph.D. "Orange Book" for further explanation and description.)

SECTION 4: Dissertation Topic
Leave this section blank if you have not decided on a topic at this point.

SECTION 5: Core and other graduate credits:
A. Transfer courses to be used for this doctoral program and to be posted to my student record. Include an approved alternative for EDU 781 if you have one. Consult your advisor or the Ph.D. "Orange Book" for further explanation of alternatives to EDU 781.

<table>
<thead>
<tr>
<th>Prefix and #</th>
<th>Course Title per transcript</th>
<th>University (other than SU)</th>
<th>Grade</th>
<th>Hours</th>
<th>Semester/Year</th>
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B. Syracuse University courses
Include EDU 781 or an approved alternative. Consult your advisor or the Ph.D. "Orange Book" for further explanation of alternatives to EDU 781.

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<thead>
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<th>Prefix and #</th>
<th>Course Title per transcript</th>
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<th>Hours</th>
<th>Semester/Year</th>
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</table>

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Formal Doctoral Plan Continued

SECTION 5: Total: Core and Other Graduate Credits: (both transfer and SU courses listed above): [Blank]

SECTION 6: Dissertation Credit Hours: minimum 9, maximum 24

Total Syracuse University Credit Hours
Total Transfer Credit Hours
Total Dissertation Credit Hours for Degree
Total Credit Hours for Degree

STUDENT’S SIGNATURE: ___________________________ DATE: ________________

PROGRAM ADVISOR: ___________________________ DATE: ________________

APPROVED BY: ___________________________ DATE: ________________

(Assistant Dean on behalf of the Policy and Standards Committee)
### APPENDIX D – RD3 Attachment 3.3

**Form: Application to Submit Portfolio**

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD3</td>
<td>Application to submit portfolio</td>
<td>3.3</td>
<td>Appendix D</td>
<td>45 to 66 credits</td>
</tr>
</tbody>
</table>

Go to: [Overview of the Doctoral Process Checklist](#)
Go to: [The Doctoral Degree Program Process Flowchart](#)
APPLICATION TO TAKE PRELIMINARY EXAM

I ____________________________ (student’s name) intend to submit a portfolio for the preliminary examination by ____________________________ (date).

__________________________________________
(Advisor’s Signature)
### APPENDIX E – RD5 Attachment 3.4a and b (SOE form 3.3)

#### Form: Research Apprenticeship Project (RAP) Registration Form

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD5a</td>
<td>Research Apprenticeship Project Registration Form (SOE for 3.3)</td>
<td>3.4a</td>
<td>Appendix E</td>
<td>Complete prior to dissertation</td>
</tr>
<tr>
<td>RD5b</td>
<td>Advisor’s Approval form</td>
<td>3.4b</td>
<td>Appendix E</td>
<td>Complete prior to dissertation</td>
</tr>
</tbody>
</table>

Go to: [Overview of the Doctoral Process Checklist](#)
Go to: [The Doctoral Degree Program Process Flowchart](#)
Complete for accessible at: http://soe.syr.edu/current/student_services/forms.aspx

<table>
<thead>
<tr>
<th>Name</th>
<th>SUID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Area</td>
<td>Program Advisor</td>
</tr>
<tr>
<td>Apprenticeship Advisor</td>
<td>Beginning Date</td>
</tr>
<tr>
<td>Brief description of apprenticeship</td>
<td></td>
</tr>
<tr>
<td>Anticipated completion date</td>
<td></td>
</tr>
<tr>
<td>Description of student’s role in apprenticeship</td>
<td></td>
</tr>
<tr>
<td>Description of apprenticeship advisor’s role</td>
<td></td>
</tr>
<tr>
<td>Possible topics for article based on apprenticeship experience</td>
<td></td>
</tr>
<tr>
<td>If article is submitted for publication, authorship will be listed as follows:</td>
<td></td>
</tr>
</tbody>
</table>

**APPROVED BY:**

<table>
<thead>
<tr>
<th>Apprenticeship advisor’s signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program advisor’s signature</td>
<td>Date</td>
</tr>
<tr>
<td>Student’s signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Syracuse University - School of Education
Research Apprenticeship Advisor’s Approval Form

Name __________________________ SU ID # __________________________

Please check one of the following boxes below:

☐ An EDB was required for my Research Apprenticeship. Therefore an approval letter is attached to this document
☐ An EDB was not required for my research Apprenticeship.

This student has successfully completed the research apprenticeship:

(Advisor’s signature/approval) __________________________
(Date) __________________________

Please indicate the relative contribution of you and the student to each of the following phases of research. The student is being asked this question, and we would like to have your perceptions of the process. You may need to modify these descriptions to fit your research paradigm.

<table>
<thead>
<tr>
<th>Primarily Advisor</th>
<th>About Even</th>
<th>Primarily Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial articulation of project</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Identification of key constructs, concepts, issues</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Operationalization of research questions</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Planning strategies for data collection</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Implementation of data collection</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Planning of analysis procedure</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Conducting analysis</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interpretation of findings</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

1. How many hours of student contact time did you devote to this student’s apprenticeship?

________________________________________________________________________

2. How much additional time did you spend to critique and review work in progress?

________________________________________________________________________

3. Please write a short statement about the role of the research apprenticeship in the development of this student as a researcher.

________________________________________________________________________
APPENDIX F – RD6 Attachment 3.5

Form: Application to Take Qualifying Exam

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD6</td>
<td>Application to take Qualifying Exam</td>
<td>3.5</td>
<td>Appendix F</td>
<td>After 69 credits</td>
</tr>
</tbody>
</table>

Go to: Overview of the Doctoral Process Checklist
Go to: The Doctoral Degree Program Process Flowchart
Syracuse University - School of Education

Application for C.A.S. or Doctoral Qualifying Examination

Return to Suite 230, 111 Waverly Avenue

Program of Study:  □ C.A.S.  □ Ed.D.  □ Ph.D.

Name: ___________________________ SUID: ___________________________

Program of Study: ___________________________ Faculty Advisor: ___________________________

Mailing Address: ___________________________

Phone: ___________________________ E-mail: ___________________________

Examination Date(s):

PROGRAM AREA: ___________________________
(6 half-days; or with minor, 4 half-days) (C.A.S. - 2 half-days)

Student’s signature ___________________________ Date ___________________________

TO BE COMPLETED BY ADVISOR:

Date ___________________________

The Applicant has been approved for candidacy

Program of Study filed

Apprenticeship Report/Practicum Report filed

Faculty advisor signature ___________________________ Date ___________________________

Minor advisor signature (if applicable) ___________________________ Date ___________________________
APPENDIX G – RD7 Attachment 3.6

Form: Application For Dissertation Proposal Cover Sheet

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD7</td>
<td>Dissertation Proposal Cover Sheet</td>
<td>3.6</td>
<td>Appendix G</td>
<td>After passing quals</td>
</tr>
</tbody>
</table>

Go to: [Overview of the Doctoral Process Checklist](#)
Go to: [The Doctoral Degree Program Process Flowchart](#)
### Form: Intent to Defend Doctoral Dissertation

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD8</td>
<td>Intent to Defend Doctoral Dissertation Notice</td>
<td>3.7</td>
<td>Appendix H</td>
<td>semester before defense</td>
</tr>
</tbody>
</table>

Go to: [Overview of the Doctoral Process Checklist](#)
Go to: [The Doctoral Degree Program Process Flowchart](#)
Intent to Defend Doctoral Dissertation Notice

Upon dissertation committee approval, the candidate registers dissertation in the School of Education Dissertation Registry the semester before the defense:

- Log in to http://mysoe.syr.edu/
- Access Dissertation Registry;
- Enter dissertation information online.
APPENDIX I – RD9 Attachment 3.8

Form: Request for Dissertation Examination

<table>
<thead>
<tr>
<th>RD num</th>
<th>Form</th>
<th>Attach</th>
<th>Appendix</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD9</td>
<td>Request For Dissertation Examination</td>
<td>3.8</td>
<td>Appendix I</td>
<td>4 weeks prior to defense</td>
</tr>
</tbody>
</table>

Go to: Overview of the Doctoral Process Checklist
Go to: The Doctoral Degree Program Process Flowchart
Request for Dissertation Examination

When the committee approves the dissertation for defense, a date has been identified for the defense, and the outside Oral Exam committee has been established by the School of Education, the program administrator or dissertation chair will complete the request for examination:

https://its-forms.syr.edu/frevvo/web/tn/GradSchool/user/ghchapma/app/_yeefke67EeCqM9SO5g8hXw/formtype/_VIPfANw2EeOKObP_sVeN8g/popupform

The doctoral candidate should be aware of, and participate in, this process and help in planning activities.
Good luck!!!

Believe in yourself!

The process you are about to go through is worth the effort!