Instructional Design and Development
Doctoral Student Handbook

Revised January 2013

Doctoral Committee

The purpose of the doctoral committee is to guide the student throughout the program. The committee will consist of at least four graduate faculty members, with the majority to be associate or full members of the graduate faculty. The student's doctoral advisor must be a full member of the graduate faculty and will serve as the chair of the committee. The doctoral advisor must be a member of the Instructional Design and Development (IDD) program faculty. In unusual instances, a non-program faculty member from the College of Education may serve as doctoral advisor for a specific student with the approval of the majority of the IDD program faculty.

The student will confer with the doctoral advisor to identify and recommend additional graduate faculty to serve on the advisory committee. Doctoral committees must include, but are not limited to, program faculty members academically trained in instructional design and development. In some instances, the committee may include a program faculty member with a specialization in research methods. At least one of the four committee members must be a faculty member outside the Instructional Design and Development program faculty. The Dean of the Graduate School will make the formal appointment of the committee with the recommendation of the Department Chair and the Director of Graduate Studies and Research.

Doctoral committees may include qualified individuals from outside the College of Education and the university to serve on their committee with the concurrence of the doctoral advisor and the approval of the Dean of the Graduate School. Before selecting outside committee members, the student should consider the time and logistical requirements these individuals will be required to keep. Selecting an individual outside the University may impose constraints on the student's ability to complete the program in a timely manner.

Other duties of the doctoral committee will include:

Instructional Core Area	The Instructional Core Area includes coursework in instructional systems design, learning theory, performance technology, and courseware development and an internship. Students will be required to demonstrate proficiency in the Core Area via written and performance examinations and will complete successfully a supervised field internship (see Internship section below) in a selected instructional setting.
	Note: The list of required courses may change from year to year. Students should check with their major professor to ensure the correct courses are selected for their plan of study. Information from the Core courses will be included on the student's Qualifying Examination. See the University Bulletin for course requirements.

Research Core Area	Research coursework and experience are designed to prepare students to produce and apply knowledge in the field of instructional design and development. Emphasis is given to:
	      Conceptualizing research and evaluation models appropriate for different instructional settings;
	      Applying basic assessment techniques to instructional environments; and
	      Conducting basic and applied research in order to develop and improve instructional systems.

	Students will be required to demonstrate proficiency in research methods (including statistics and measurement) on a written and performance examination discussed later in this document. See the University Bulletin for course requirements.

Supporting Coursework	Coursework to support the doctoral program is available from the Instructional Design and Development program and from several academic divisions of the University. Supporting coursework is used to strengthen other program components by addressing one of the following criteria:
	      to provide more breadth and depth in curricular areas;
	      to overcome deficiencies or gaps in a student's academic background;
	      to provide coursework supporting a career emphasis.

	Coursework selected must be approved by the student's doctoral committee. Questions from the student's supporting coursework may be included in Qualifying Examinations. Supportive courses must be taken <u>after</u> admission to the Ph.D.

Plan of Studies is established.
Residency requirement is completed.
Measurement/Research Examination is successfully completed.
ID&D Comprehensive Examination is successfully completed.
Dissertation topic is approved.

Students applying for candidacy must submit the Application for Candidacy Form (College of Education form Ph.D.-4). The completed form is to be returned to the Assistant to the Director of Graduate Studies and Research for the College of Education.

Candidacy for the degree is the final phase of the program. This phase is the period during which the candidate develops as an independent researcher. Upon admission to candidacy, the candidate pursues research objectives under the guidance of the major professor. This work must be original, independent, and exhibit scientific merit. The student must write a dissertation acceptable to all members of their doctoral advisory committee and orally defend the dissertation before the graduate faculty.

Research Core Examination

The purpose of Research Core examination is to verify that the student has developed an understanding of measurement, research, and statistical skills.

It is a one-day examination consisting of two parts:
A written examination with discussion or short answer questions (closed book).
Analysis of a data set using a computer program of the student's choice (this portion of the examination is open book). The student will be expected to use appropriate diagnostic procedures and statistical models to analyze the data set and provide narrative interpretation of the data.

It the student fails the exam, it may be taken one more time.

Note: Students with verifiable research experience may, at the discretion of the Measurement/Research Examination Committee for the College of Education, satisfy a portion of this examination with portfolio production. Requirements of the portfolio include at least one juried article demonstrating the use of a common research method (e.g., linear regression) with complete analysis of the findings.

Research Core Examination Committee	The committee will be composed of two doctoral faculty members. It is expected that the Research Core Examination Committee will reach consensus regarding approval or disapproval of the student's examination. Should the committee disagree, a third member of the doctoral faculty appointed by the department chair will review the exam. Failing consensus, a majority of the committee's approval is required.
Research Core Examination Timing & Eligibility	Students are eligible to take the Research Core Examination after completion of the required measurement/research courses or their equivalent. The available measurement/research course or course equivalents are listed in the University Bulletin. Students planning to take the examination must complete and submit the Application for Research Core Examination by the deadline date posted by the Director of Graduate Studies and Research for the College of Education for the semester in which they plan to take the examination. The completed form is to be returned to the Assistant to the Director of Graduate Studies and Research for the College of Education.
Research Core Examination Dates	The examination date will be posted each semester from the Assistant to the Director of Graduate Studies and Research for the College of Education. The formal examination is usually administered on a Friday from 8:00 a.m. until 5:00 p.m. Typically, students take the examination in one of the College of Education's computer labs using the university provided computers. Students must schedule the examination (after approval by their major professor) through the Office of the Director of Graduate Studies and Research for the College of Education Office by the deadline date posted for the semester in whi.05on Office by

cover basic topics related to:

> Technologies of instruction, their rationale and applications for various purposes; and
> Program emphasis questions (based on student's plan of study including, but not limited to supporting coursework).

The oral examination gives the student an opportunity to correct, clarify, or broaden his or her written responses. In addition, it provides the qualifying committee members an opportunity to probe, challenge, and question the student's written responses, and to extend the examination into areas not covered by the written examination but relevant to the

contribution to the field of knowledge in instructional design and development. The student's major professor and advisory committee will be responsible for supervising the dissertation research and for recommending approval of the dissertation to the Graduate School. The candidate will be required to complete an oral defense of the dissertation before the Graduate faculty.

For additional information and guidance on the technical aspects of the dissertation, please refer to the USA *Graduate Bulletin*, the current edition of the *Publication Manual of the American Psychological Association*, and the latest edition of the *Guide for Preparing Theses and Dissertations* available at the USA bookstore. In addition, review Appendix B, IDD Dissertation Technical Guidelines in the latest version of this *IDD Doctoral Student Handbook*.

Dissertation Hours	Once admitted to doctoral candidacy, the student must be actively engaged in working on his or her dissertation and must sign up for dissertation credit hours until graduation.
	A minimum of nine semester hours is required for dissertation research. Each semester, the student must register for a minimum of one hour, until the student has successfully completed defense of the dissertation and met all requirements of the Graduate School.
Dissertation Prospectus	The dissertation prospectus is typically the first three chapters of the dissertation (Chapter 1, Introduction; Chapter 2, Review of Literature; and Chapter 3, Method). The prospectus must be reviewed and approved by the doctoral advisor and the members of the doctoral committee at a formal prospectus meeting prior to beginning work on the dissertation.

After the doctoral advisor is satisfied that the prospectus is ready for review by the entire committee, copies of the properly formatted prospectus (both a hard copy and electronic word processor files) are distributed by the student to each committee member and a prospectus meeting is scheduled at a time agreeable to the student, the doctoral committee, and the doctoral advisor. Normally, committee members should have at least two weeks to read and review the candidate's prospectus prior to the meeting. If the prospectus is not properly formatted and edited for errors in grammar or punctuation or if serious content errors exist, the prospectus meeting should be postponed. In all cases, the prospectus meeting will be prior to the last week of classes.

The prospectus review process regarding content, style, and formatting will be primarily limited to the doctoral committee. The Department Chair and the Director of Graduate Studies, however, will review the proposal in terms of following correct administrative procedures and in order to minimize subsequent problems with human subjects approval by the University Institutional Review Board. Students may not collect data until the prospectus has been approved and IRB approval obtained.

Once the dissertation prospectus has been approved, a copy of the prospectus (both a hard copy and electronic word processor files) is placed on file with the Office of the Director of Graduate Studies and Research of the College of Education. (Future students can then review these when they are trying to develop their prospectuses.)

Dissertation Defense

The dissertation typically includes Chapter 1, Introduction; Chapter 2, Review of Literature; Chapter 3, Method; Chapter 4, Results; and Chapter 5, Discussion; References; Appendices; and Vita. Variations of this format should be approved by the student's doctoral committee. The final document is based on the student's approved prospectus.

After the major professor is satisfied that the dissertation is ready for review by the entire committee, copies (a hard copy and an electronic word processor file) of the dissertation are distributed by the student to the committee. Normally, the committee members should have at least two weeks to read

Assistantships

A limited number of assistantships with stipends are available to students. Doctoral assistants must be full-time students as defined by the graduate school. Assistantships are for a 12-month (3 semesters) period usually beginning in August with the fall semester. Stipends include a modest salary and tuition waiver for up to 10 hours per semester. They do not cover any

the University's Student Academic Conduct Policy. The policy can be found in the student handbook, *The Lowdown*, which is also available online through the university's website. The Instructional Design and Development program does not tolerate academic misconduct. Program faculty will aggressively pursue all appropriate penalties whenever an instance of academic misconduct is discovered.

Appendix A:

Preparing for the Comprehensive Examination

Work with your major professor and doctoral committee members to develop a reading list in preparation for their examination. Begin reading early in the program. When reviewing different topics, models, and authors, think critically and comparatively about the material being covered. Begin actively preparing for the qualifying examination six months to a year before the examination date. You can employ a number of strategies in preparation for the examination.

In the past some students have used a strategy which <u>constructs</u> and <u>collaborates</u>.

Construct by building

Appendix B

IDD Dissertation Technical Guidelines
(rev. March 25, 2016)

A dissertation is required of all candidates for the Ph.D. degree. Students must use the current edition of the *Publication Manual of the American Psychological Association*, (referred to here as the APA Manual) and the latest edition of the *Guide for Preparing Theses and Dissertations* (referred to here as the USA Guide) as authorities to consult for issues relating to usage and formatting. The APA Manual is available at the USA bookstore and many other larger booksellers. The USA Guide can be retrieved at http://www.southalabama.edu/graduateprograms/ThesisDissertationGuide.pdf. The student's major professor and advisory committee will be responsible for supervising the dissertation research and for recommending approval of the dissertation to the Graduate School, including issues of formatting and usage.

The purpose of this document is to provide additional guidance in "gray areas" where the APA Style Manual and the USA Guide diverge or are not specific. The faculty recognizes that there can be some confusion in using both these sources, but it is unavoidable. Although the APA manual is "the" style authority for our field, it is oriented more toward journal articles than dissertations. In addition, the USA Guide has some requirements that it mandates for uniformity of dissertations across disciplines that use a variety of style manuals.

In general, two overall statements should influence decisions regarding formatting and usage of IDD dissertations.
1. Follow the current version of the APA Manual.
2. Also follow the current version of the USA Guide taking into account the comments and exceptions listed below.

APA Manual
1. Tables and table captions, single-spaced.
2. Figures and figure captions, single-spaced.
3. References
4. Headings and subdivisions

USA Guide
1. Margins – 1 ½" left, 1" top, right, 1 ¼" bottom
2. Page numbers – ½" from bottom, centered
3. Pagination – the way pages are numbered and arranged
4. Arrangement of contents – Table of Contents, Lists of Figures/Captions, etc.
5. Introduction – Opening statement of first chapter
6. Appendices – no less than 12 point type for titles
7. Biographical sketch – choose either style – outline or narrative

8. Title and Signature pages – month and year of graduation, not defense – May, August, or December

Additional Notes:

1. If table or figure is on same page with text, triple space before and after.
2. Do not use a running head.
3. Front material – abstract, table of contents, etc. uses lower case Roman numerals.
4. Major he