Instructional Design and Development
Doctoral Student Handbook

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Introduction This handbook has been prepared to assist doctoral students and guide IDD doctoral committees. It includes basic information about the program and specific information on the requirements students must complete. All attempts are made to keep this information accurate and current. The USA yearly bulletin is always the final word for all policies and procedures.

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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: • Assisting the student in understanding the requirements and regulations governing the degree program; • Monitoring residency and other program requirements; • Conducting written and oral examinations; • Critiquing, discussing, and approving the dissertation prospectus; • Supervising and approving the dissertation;

	• Assuring the approved dissertation conforms to the latest editions of the Publication Manual of the American Psychological Association and the USA Guide for Preparing Theses and Dissertations; and • Certifying to the Dean of the Graduate School that all degree requirements have been met.
Advising & Selection of Advisor	A student initially entering into the program will be advised regarding coursework and related issues by instructional design and development program faculty. By the end of the 1st semester in the doctoral program, the student must select a doctoral advisor, complete a Plan of Study Form, and have it signed and approved by his or her committee. Students are encouraged to meet frequently with their doctoral advisor. At a minimum they should meet once per semester.
Plan of Study	The doctoral advisor will work with the student to develop a plan of study. A formal plan of study must be submitted to the full doctoral committee and approved by the College of Education Director of Graduate Studies by the end of the 1st semester in the doctoral program. Once submitted and approved, the plan of study can only be changed with the approval of the doctoral committee and the Director of Graduate Studies
Changing Appointed Doctoral Advisor	Once a student's doctoral committee is approved by the graduate school, changes in the membership of that committee, especially a change of doctoral advisor, should normally not be made. In the event a change is deemed necessary by the doctoral advisor or the student, the student must complete a Request To Change Ph.D. Doctoral Advisor Form and have it signed by the appropriate parties. After admission to candidacy a student may not alter the make-up of the doctoral committee except under the most unusual circumstances.
Basic Course Requirements	The requirements for the Ph.D. program in Instructional Design and Development are published in the University Bulletin. Additional requirements may be determined by the student's committee.

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 after admission to the Ph.D.

	program and Foundational Core requirements are complete.
Continuous Enrollment	Students must remain continuously enrolled in the university until graduation. Dissertation hours may count toward continuous enrollment. Under very unusual circumstances, continuous enrollment may be waived for one semester with the approval of the student's doctoral advisor, the Director of Graduate Studies and Research, and the Dean of the Graduate School. In all other cases, a student who fails to enroll for one semester must reapply to the doctoral program.
ISD 620, Research in Instructional Technology	The purpose of ISD 620 is to give the student an opportunity to collaborate with a graduate faculty member who is conducting research in the area of instructional design and development. In most classes, the student acts in a supporting role but engages actively in the research. Before students register for ISD 620, an ISD Research in Instructional Technology Proposal Form must be submitted to and approved by the Supervising Faculty Member, and the ISD 620 Coordinator. Additional information regarding this course and a proposal form are located on the IDD website.
Residency	Students in the program must complete a <u>minimum</u> of one year of residency during their doctoral studies. Residency is defined in the University Bulletin. Residency is a requirement for admission to candidacy.
Internship	All IDD doctoral students are required to complete an internship experience that adds or practices a skill important to the student's doctoral program. This might include designing, implementing, and/or evaluating an instructional or a human performance system product/program, teaching or team-teaching a university course to strengthen one's Vita (if one plans to enter academia as a profession), or any other "practical" project deemed by the student and his or her doctoral committee as making an appropriate and significant contribution to the student's doctoral program. It is the student's responsibility to locate an appropriate internship setting, although the student's committee members (especially the major professor) can be helpful in suggesting possibilities. Four weeks before the semester in which the internship will be conducted, the student must have his or her completed

internship proposal approved and signed by all members of his or her doctoral committee and submitted to the Internship Coordinator. If the proposal is in order, the Internship Coordinator will approve and sign it. A signed copy of the proposal will be kept in the Professional Studies departmental office. Remuneration, if applicable, is negotiated between the student and the internship supervisor or organization in which the internship will be conducted. Completion of the internship is a requirement for graduation but not Candidacy.

Internship requirements include the following six components

1. The student must have completed all instructional core courses before beginning the internship.
2. The internship proposal (signed by the student, the student's doctoral committee and the internship supervisor) must be on file before the internship begins.
3. The student must spend a minimum of 240 hours of participation in the internship.
4. The intern's supervisor must provide a written appraisal of the student's performance to the major professor and IDD faculty internship coordinator at the end of the internship period. The supervisor's appraisal will be kept in the student's permanent file.
5. The student must submit a final report of the internship experience to be kept on file in the departmental office for interested parties to view. The report should be typed, hole-punched, and on 8 ½ x 11 paper. The IDD faculty internship coordinator and the student's major professor based on the performance appraisal and the student's final report will assign a grade of satisfactory or unsatisfactory. It is recommended, but not required, that the student submit brief examples of the work accomplished during the internship as an addendum to the report.
6. The work done during the internship must be separate from the student's regular employment responsibilities.

Candidacy

Students will be admitted to candidacy for the degree of Doctor of Philosophy in Instructional Design and Development after successful completion of the following program requirements.

- Doctoral Committee is appointed.

- 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 which they plan to take the examination. Note: Computers will be available for the first (written) portion of the examination. The second portion of the examination (i.e., data analysis) will normally be completed in the lab using an appropriate statistical software application such as SPSS.
Research Core	Topics covered in this examination may include but are not

Examination Topics	limited to any or all of the following. • Strengths, weaknesses, and uses of: Controlled experiments, Correlation research, and/or Qualitative research • Threats to the internal & external validity of a study (i.e., Campbell and Stanley, Cook and Campbell, etc.) • The graphical representation of data • Use of descriptive and inferential statistics • Categorical data analysis • Analysis of data using the General Linear Model (t-tests, ANOVA, Regression, • Determining the reliability and validity of tests and measures • Classic Test Theory and basic IRT models • Construction of assessments • Setting of cut scores • The use of testing, measurement, and evaluation in instructional design setting
Comprehensive Examination	The Comprehensive Examination for the Doctoral program is a written and oral examination. The purpose of the written portion of the Comprehensive Examination is to assure that all ID&D doctoral candidates are prepared in core and supporting areas of the discipline. The oral examination is intended to review and extend the topics covered in the written parts of the examination. The first part of the written examination addresses the Core Area in instructional design. It will be taken as a closed book test on Day 1 for 4 hours. The Core Area portion consists of a minimum of three questions and will cover basic topics related knowledge, comprehension, or application of: • Instructional design and development principles and procedures • Instructional design theory, models and theoretical bases • Psychological principles of learning and instruction • Other topics covered in the core areas of the curricula of the IDD master's and doctoral programs. The second part of the written examination will be comprised of questions posed by members of the student's committee. It will be taken as closed book test on Day 2 for 4 hours. This portion consists of a minimum of three questions and will

	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 student's plan of study. Questions on the oral examination can relate to all areas of the student's coursework and are not limited to questions that may have been covered in the written portions of the examination. See Appendix A for some suggestions to help prepare for the examination.
Comprehensive Examination Committee	The committee will be composed of the student's major professor and doctoral committee members. It is expected that the committee will reach consensus regarding approval or disapproval of the student's examination. Failing consensus, a majority of the committee's approval is required. Normally, it is expected that all members of the student's doctoral committee will review the written examination and participate in the oral examination.
Comprehensive Examination Timing & Eligibility	A student is eligible to take the Comprehensive Examination when he or she has: • completed all coursework or is in their last semester of coursework excluding internship. (The internship may be completed before or after taking the exam.) • received formal approval from the major professor and the doctoral committee. • successfully passed the Research Core Examination. • completed the Residency requirement. 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 which they plan to take the examination.

Comprehensive Examination Dates	The written examination dates will be posted each semester from the Assistant to the Director of Graduate Studies and Research for the College of Education. The written portion of the exam will be taken in a computer lab of the College of Education. The examinee must provide a hard copy and electronic word processor files of both sections of the written examination. Normally, the oral examination is scheduled during the regular semester and, if possible, within three weeks after the written examination. The student will work with the major professor to secure commitments from committee members to attend the oral examination and to notify the Director of Graduate Studies and Research for the College of Education of the date and time of the examination. The oral examination is normally scheduled for two hours, but additional time may be added for the examination at the discretion of the doctoral committee.
Possible Outcomes of Comprehensive Examination	There are three possible outcomes of the Comprehensive Examination : 1. The student may pass the examination. Successful completion of the examination and approval of the student's dissertation topic will lead to advancement to candidacy. 2. The student may receive a conditional pass of the examination. With a conditional pass, additional work is assigned and completed to the committee's satisfaction before a passing grade can be given. 3. The student may fail the examination. May take examination one more time. Note: The student must pass the written portion of the qualifying examination fully or conditionally before the oral examination may be given. The student must pass both the written and the oral portions to successfully pass the qualifying examination. Students who retake the Comprehensive examination must retake both the written and oral sections.
Dissertation	A dissertation is required of all candidates for the Ph.D. degree. The dissertation will involve independent, original research and creative effort. It should make a significant

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 and review the candidate's dissertation prior to deciding if a defense should be scheduled.

	Once all members of the doctoral committee judge that the manuscript is ready for defense the formal defense may be scheduled at a time agreeable to the student, the doctoral committee, and the doctoral advisor. In all cases, the doctoral defense will take place prior to the last week of classes. Manuscripts that do not conform to the latest edition of the *Publication Manual of the American Psychological Association* and the *USA Guide for Preparing Theses and Dissertations* or are deficient in content, grammar, or word usage will not be considered ready for defense. (See Appendix B for additional details.) Students should be aware that it frequently takes one month or more to make additional changes required by doctoral committees after a defense. After changes are made, the major professor must thoroughly review the final draft for content, style, and format. Still more time is required for review by the Department Chair, the Director of Graduate Studies, and the Graduate School. For these reasons, it is often not possible to meet all graduate deadlines in the semester in which the dissertation is defended.
Dissertation Review by the College of Education Director of Graduate Studies	The Director of Graduate Studies, as the designated representative of the Dean of the College of Education, will review a dissertation in accordance with the Graduate School guide and this Handbook specifically to see that (1) appropriate administrative procedures have been followed; (2) procedures and approval for IRB have been followed; (3) the study if acceptable in terms of College/School policies and procedures. An electronic copy of the dissertation must be submitted to the Director of Graduate Studies in the College of Education before the semester deadline. The submission deadline is typically 1 month prior to the Graduate School 1st submission deadline. Deadlines will be posted at http://www.southalabama.edu/colleges/coe/gradschool/resources/reviewdates.pdf. Deciding the adequacy of the study, study design and so forth will be the responsibility of an academically-qualified IDD doctoral committee. Likewise, as is also indicated in the Graduate School guide, the doctoral committee (especially the chair of the committee) will have primary responsibility for proofreading the dissertation for style, format, and correctness and validity of the content.

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 fees or textbooks. Students selected for assistantships may be assigned to assist with instructional design projects throughout the College of Education and the University. Graduate assistantship normally require a commitment of at least 20 hours per week. Applications for assistantships are due the first of April for the next academic year. Unawarded assistantships will be awarded on a case-by-case basis for applications received after that date. Notification of selection for assistantships is done in a timely manner, usually early in the Summer semester. Application forms can be obtained from the Assistant to the Director of Graduate Studies and Research for the College of Education. In addition to assistantships, some departments within the University may offer fellowships funded through grants and research projects. These are normally awarded to students with special interests and experiences pertinent to that department. Information on fellowships can be obtained from individual departments.
Graduation	A student eligible to receive Doctor of Philosophy degree must make application for the degree early during the semester preceding the semester of graduation in the Registrar's Office. Eligible doctoral candidates must have an approved prospectus and will apply for graduation only after the College of Education Director of Graduate Studies has given written approval to do so. There is an application fee to be paid when applying for graduation. The dates are specified in the University Calendar located in the Graduate Bulletin and Course Schedules. The specific dates are also posted in the College of Education. Students must be registered in the term in which the degree is received.
Academic Integrity	Academic misconduct includes, but is not limited to, cheating on tests, receiving inappropriate assistance on papers and projects, and plagiarism. Each student must be familiar with

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 constructs and collaborates. Construct by building an IDD knowledge base from readings in the professional literature and from coursework in the program. Analyze, synthesize, and evaluate major ideas and concepts. Practice writing about issues, trends, and applications in IDD. Quote sources, generate examples, and identify solutions. Collaborate by forming a study group with other doctoral students. Meet on a regular basis to explore and discuss the IDD professional literature. This is a means of providing a support group for each member in preparing for the various required examinations and in defining the research problem for the dissertation.

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 headings are 2" from top of page.
5. For committee members – use Dr. Sue J. Jones or Sue J. Jones, Ph.D.
6. Your degree is in Instructional Design and Development not the Department of Professional Studies.