SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN, DEVELOPMENT AND EVALUATION

IDD&E CERTIFICATE, MASTER OF SCIENCE, AND PHD PROGRAMS STUDENT HANDBOOK

(Bring this handbook with you when consulting with your advisor!)

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(v. 10.1)

Syracuse University
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Instructional Design, Development and Evaluation Department

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This handbook describes general requirements and options to be considered during completion of Certificate of Advanced Study (CAS), Master of Science (MS) in the Instructional Design, Development and Evaluation, MS in Instructional Technology, and PhD at Syracuse University. Exceptions to the processes outlined within this guide must be approved by an advisor in the IDD&E faculty. These guidelines apply to **ALL** students who have matriculated into CAS, MS, and PHD programs as of August 2016.

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 a 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/judicial/docs/handbook.doc

TABLE OF CONTENTS

PREFACE

Congratulations! It is most likely that you are reading this handbook because you have been accepted into one of the IDD&E programs. Welcome. We hope this handbook is helpful.

> *The Instructional Design, Development and Evaluation Department (IDD&E) offers a variety of programs to help students develop the competencies required to identify and evaluate learning and performance problems, to design, develop, and implement appropriate instructional solutions to these problems, and/or conduct and consume research in the instructional sciences. Students develop competencies to conduct instructional analysis, make appropriate design decisions, develop instructional materials, implement and evaluate instructional programs, and assess learning. The curriculum includes courses that blend **soft** technologies (thinking models and theories, strategic planning, IDD&E processes, interpersonal communications, and software) and **hard** technologies. Through practical projects, students learning how to design, create, implement, and evaluate non-technology and technology-supported instructional solutions for a variety of educational and professional settings. Certificates are offered in instructional design fundamentals and designing digital instruction; a Master of Science degree is offered IDD&E, and Ph.D. degrees are offered in Instructional Design, Development and Evaluation.*

IDD&E has high expectations for all Certificate of Advanced Study, Master of Science, and doctoral students whether they decide to pursue initial training in the basics of instructional design and educational technologies through our certificate programs, Master of Science degree in Instructional Design, Development and Evaluation, or our PhD program. Our ***Certificate of Advanced Study*** programs provide students with basics in theory and practice. The defined certificate courses can build toward the completion of the IDD&E master degrees by helping students develop core competencies. Our ***Master of Science*** degree consist of required core courses and the development of a professional portfolio. Our ***PhD program*** is intensive training designed to prepare scholars and researchers focused in the instructional sciences.

Abundant opportunities for the development and enhancement of knowledge and skills in analysis, design, development, evaluation, project management, planning, technology, and research promote successful completion of the multiple program requirements and prepare graduates for various career positions. All students are expected to excel academically, learn independently and collaboratively, demonstrate integrity, and demonstrate effective communication and cooperation within dynamic groups.

This ***IDD&E Student Handbook*** has been developed to assist you as you begin, continue, and conclude your program of study. The contents of this handbook reflect current requirements of the Syracuse University Graduate School, School of Education, and IDD&E programs. A suggested timeline for completion of the required tasks and images of required forms can be found in this guide along with explanations of, and guidelines for, the required CAS, Master of Science, and PhD Portfolios. Background and research interests of IDD&E faculty have also been included.

1. IDD&E CAS AND MS DEGREE PROGRAMS

All applicants for graduate programs at Syracuse University must have a bachelor's degree from an accredited academic institution. The Instructional Design, Development and Evaluation Department (IDD&E) recommends that applicants have an undergraduate grade point average of 3.0 or better; however, all components (e.g., honors, references, work experience, and statements of academic goals) of the application are carefully considered during the admissions review.

IDD&E requires applicants to submit the materials described in the table below to be considered a candidate for admission. Admissions materials are required for the CAS and Master of Science in IDD&E.

Applications **will not** be considered for admission until all of the materials below have been submitted online for review. Once an applicant has been admitted, an application for financial assistance is considered.

Degree Certification	Graduate Application	Statement of Goals	Letters of Rec	Official Transcripts	GRE Scores	TOEFL (international students)	NYS Initial Teaching Certificate
CAS	YES	YES	Three Letters	YES	Not Required	YES	NO
M.S. IDD&E	YES	YES	Three Letters	YES	Not Required	YES	NO

- The Graduate Record Exam (GRE) is not required, but GRE results help make the case to potential sponsors of assistantships and scholarships.
- The TOEFL® test evaluates students' English proficiency and is required for those students whose native language is one other than English.
- Certificate of Advanced Study programs include: CAS Instructional Design Foundations (12 credits), CAS Educational Technology (15 credits), CAS Designing Digital Instruction (15 credits + portfolio; fully online).

2. CAS AND MASTER OF SCIENCE STUDENT PROCESS CHECKLIST

**** tasks NOT required for certificate students***

Recommended Timeline for Task Completion	Component	Scheduled Date	Completed Date
Before start of the first semester	**Obtain and review** the School of Education (SOE) Orange Book for MS requirements and forms and CAS requirements and forms at: http://soe.syr.edu/current/student_services/orange_handbook.aspx		
	Review information on IDD&E web site available at http://idde.syr.edu.		
	Attend SU and IDD&E new student orientations. (Notify IDD&E Program Administrator at the end of July if you have not received orientation invitation.) **GET YOUR SU ID** and setup your **SU log-in** and **EMAIL**.		
At IDD&E student orientation	**Discuss** first semester course registration with your academic advisor.		
	Schedule first semester courses and COMPLETE Plan of Study **Log into** and check SU's BlackBoard Course Management System (http://blackboard.syr.edu) prior to your first class.		
During first semester	**Attend** and actively participate in all your course(s). **ATTEND first class** session of the semester (the tone and introductory activities in the first class are critical to success, Faculty may drop students who are not at the first session).		
During first semester: Submit Certificate of Advanced Study (CAS) or Master's Program of Study	**Review** anticipated course schedule and prepare **Program of Study** form for discussion with your academic advisor. (See **Appendix A**) ***Prepare CAS Program of Study (certificate students) for submission OR*** ***Prepare Master of Science Program of Study for submission***		
During first semester: Outline CAS/MS Portfolio	**Prepare** an outline for your Master's Portfolio for discussion with your academic advisor, complete the following: • **Review** portfolio guidelines (different for MS IDDE and MSIT) • **List** possible items for inclusion in your portfolio		
End of first semester & every subsequent semester	• **Consult** your academic advisor, as necessary. • **Petition** to revise Program of Study as necessary. (**Appendix B**) • **Begin** to create Master's Portfolio. (online CAS required portfolio, others do not) *		
Beginning of second semester	**Meet** with your academic advisor to: • **Confirm** remaining courses / enrollment dates • **Continue** building your Master's Portfolio *		

**** tasks NOT required for certificate students***

Recommended timeline for completion	Component	Scheduled Date	Completed Date
Aca* Semester before graduation semester*	**Finalize** a full draft of your Master's Portfolio: • **Complete** and document all your courses • **Verify** you have followed the portfolio guidelines • **Create** the Section 7 practical application • **Review** materials with your advisor • **Complete** the required checklist (**Appendix C**) ***(Due dates for submission will be published, submit by last semester of your course work – see below)***		
Dependent upon graduation date	**Submit** Graduate Diploma Request through MySlice. (MySlice Applications/Student Services/Enrollment/File Diploma Request) * If graduating in May or August, submit diploma request in January. * If graduating in December, submit diploma request in September.		
Beginning of final aca semester*	**Submit** Request for Portfolio Presentation form. (**Appendix F**)		
	Prepare your Master's Portfolio for discussion with your academic advisor. Master's Portfolio must include: • Portfolio Checklist (**Appendix C**) • Personal statement/Current Resume/Vita • Course Summary • Practices & Prep: 4-5 work examples • Self-Evaluation of ID Competencies (MSIT also required to include self-evaluation on Dispositions for Professional Educators –from fall and spring semesters of practicum) • Practical Application (See **Appendix D** and **Appendix E** for guidelines and examples)		
Final aca semester	**Meet** with your academic advisor to review Master's Portfolio* **(at least one month *PRIOR* to submission date)**		
	Revise and **finalize** Master's Portfolio* **Submit** Master's portfolio: Submission deadlines*: • Spring Semester: no later than March 20 • Fall Semester: no later than Nov 1 • Summer Semester: semester prior to graduation		
	Prepare to graduate • Reserve cap and gown • Graduate and celebrate!		

Aca = academic semester, does *not* include summer semester, *no* portfolio reviews in the summer semester

3. PROGRAM OF STUDY – CERTIFICATES OF ADVANCED STUDY

The Instructional Design, Development and Evaluation (IDD&E) Program at Syracuse University offers the following CAS programs:

- **Certificate of Advanced Study Instructional Design Foundations** (12 credits)
- **Certificate of Advanced Study Educational Technology** (15 credits)
- **Certificate of Advanced Study Designing Digital Instruction** (15 credits+portfolio) - fully online

The target group for these certificate programs consists of professional practitioners who have an interest in continuing professional education and who are not currently interested in an advanced degree. Certificate students will participate in key courses of relevance and interest offered as part of the standard Master of Science degree in IDD&E thus can seek to transfer credit towards that degree should they decide to continue on from the CAS to one of IDD&E's Master of Science degree programs.

The **CAS in Instructional Design Foundations** provides interested professionals with the opportunity to advance their knowledge and skills in the area of instructional design and learning. There is a growing population of professionals in business and industry, higher education, non-profits and social services organizations, government and military, healthcare and insurance, media, and other contexts who find themselves in positions related to training and professional development, yet have little knowledge about how to design effective and efficient instruction. This certificate will provide students with a foundational knowledge of Instructional Design and help them begin developing competencies to practice. This program requires the completion of 12 graduate semester credits consisting of 4 campus-based core courses in IDD&E.

The **CAS in Educational Technology** provides interested teachers, trainers and other professional practitioners with the opportunity to advance their knowledge and skills in the area of instructional systems, learning, and educational technologies. In many cases, professional practitioners have migrated to positions of educational technology responsibility without complete or formal preparation. This certificate program addresses most of the core competencies involved in a variety of educational technology positions, including professional trainers, training managers, instructional designers, and K-12 educators and technology coordinators. The program requires the completion of 15 credits consisting of five graduate courses offered in IDD&E. There are both campus-based and online courses.

The **CAS in Designing Digital Instruction** is a fully online program. There is a growing population of professionals in business and industry, higher education, non-profits and social services organizations, government and military, healthcare and insurance, media, and other contexts who find themselves in positions related to training and professional development, yet have little knowledge about how to design effective and efficient instruction, especially instruction that takes advantage of the affordances of digital technologies. This certificate provides professionals with the opportunity to advance their knowledge and skills in the area of instructional design and learning with digital technologies. The program requires the completion of 15 credits consisting of five online course, four core and one elective offered by IDD&E. Students are also required to create an online portfolio.

These professional certificates were designed to help those who find themselves in an instructional design or training development position and do not have the competencies to perform these positions well. Students must apply and matriculate into the certificate programs. The *Educational Technology* and *Designing Digital Instruction* certificates can be completed within one calendar year (fall, spring, summer) while the *Instructional Design Foundations* certificate can be completed within two semesters (fall and spring).

No substitutions will be made for the courses listed in the programs. There are no prerequisites for any of the certificate programs (except a bachelor's degree).

Please note, *that courses may only be counted twice toward graduation from Syracuse University. This means, for example, that if you complete two certificates that have shared courses and move onto a master's degree, the double-counted courses cannot be used toward your Master of Science degree OR if you complete a certificate and a master's degree with one or more courses counting toward each degree, you cannot use the double-counted courses again in a doctoral degree at Syracuse University... these examples constitute triple counting of courses, which is not allowed.*

Requirements for each CAS Program

Please note, *you must complete, in collaboration with your advisor, and* ***submit a CAS Program of Study Form*** *by the end of the first semester of your study. This form can be found on the School of Education website under Student Forms.*

Certificate of Advanced Study - Instructional Design Foundations (12 Credits)

(R) ___ IDE 621 Principles of Instruction and Learning (3 credits; fall)
(R) ___ IDE 631 Instructional Design & Development I (3 credits; fall)
(R) ___ IDE 632 Instructional Design & Development II (3 credits; spring)
(R) ___ IDE 641 Techniques in Educational Evaluation (3 credits; spring or maymester)

Certificate of Advanced Study - Educational Technology (15 credits)

(R) ___ IDE 611 Technologies for Instructional Settings (3 credits; fall, online)
(R) ___ IDE 621 Principles of Instruction and Learning (3 credits; fall)
(R) ___ IDE 631 Instructional Design & Development I (3 credits; fall)
(R) ___ IDE 641 Techniques in Educational Evaluation (3 credits; spring or maymester)
(R) ___ IDE 656 Computers as Critical Thinking Tools (3 credits; summer, online)

Certificate of Advanced Study - Designing Digital Instruction (15 Credits+online portfolio)

(R) ___ IDE 611 Technologies in Instructional Settings (3 credits; fall, online)
(R) ___ IDE 756 Design of online courses (3 credits – winterlude [Dec-Jan], online)
(R) ___ IDE 761 Strategies in Educational Project Management (3 credits; spring, online)
(R) ___ IDE 737 Advanced Instructional Design (3 credits; summer, online)

Elective – Choose 1 course (3 Credits) from the list below

(E) ___ IDE 764 Planned change and innovation (3 credits; fall, online)
(E) ___ IDE 771 Methods and techniques for teaching adults (3 credits; spring, online)
(E) ___ IDE 656 Computers as critical thinking tools (3 credits; summer, online)
(E) ___ IDE 772 Educational Tech in International Settings (3 credits; summer, online)

Online Portfolio (see guidelines in Appendix C)

(R) ___ *Designing Digital Instruction Portfolio (deliverable at end of program)*

NOTE: Fall (Aug-Dec); Spring (Jan –May); Winterlude (Dec-Jan); Maymester (May); Summer; NOTE: online courses may include synchronous / scheduled video conference sessions.

4. PROGRAM OF STUDY – MS IDD&E

(See copy of form in Appendix A)

During your ***first*** semester, you should create a ***Master's Program of Study*** form. This form should be submitted the end of your first semester. The purpose of your ***Master's Program of Study*** is to ensure you have planned for all the required coursework. Since every course is not offered each semester, it is your responsibility to plan for and select the schedule in which you will complete desired courses; however, you should meet with your advisor to guarantee that all coursework requirements are met and that the sequence of coursework is appropriate. Your academic advisor, in consultation with you, will determine if previous courses are appropriate to replace core courses in this program.

The appropriate form for the ***Master's Program of Study*** must be completed by you (in consultation with your advisor) and returned to the department Administrative Assistant who will secure an official signature by your advisor and IDD&E Chair.

Be sure to request a copy of the signed ***Master's Program of Study*** to include in your portfolio.

Once the ***Master's Program of Study*** form is submitted, it may be modified if necessary, as you move through the program, by submitting a ***Petition to the Faculty*** form. See Appendix B.

Elements of an Acceptable Master's Program of Study

1. A minimum of thirty credit hours including the 10 required IDD&E core courses
2. Portfolio completion date

Required (R) Core Courses

The 10 required core courses listed below were designed to develop your skills and knowledge in all of the defined instructional design competencies. These courses are aligned with the Instructional Designer professional competencies as defined and validated by the International Board for Standards for Training, Performance, and Instruction (ibstpi). See **Appendix G**.

The following courses constitute the curriculum for the IDD&E Master's degree:

	Required Core Course Number and Name	Offered
(R) ___	IDE 552 Digital Media Production	Fall
(R) ___	IDE 611 Technologies for Instructional Settings	Fall
(R) ___	IDE 621 Principles of Instruction and Learning	Fall
(R) ___	IDE 631 Instructional Design & Development I	Fall
(R) ___	IDE 632 Instructional Design & Development II	Spring
(R) ___	IDE 641 Techniques in Educational Evaluation	Spring/Maymester
(R) ___	IDE 712 Analysis for Human Performance Technology Decisions	Spring
(R) ___	IDE 761 Strategies in Educational Project Management	Spring
(R) ___	IDE 737 Advanced Instructional Design (capstone course)	Summer
(R) ___	IDE 772 Educational Technology in International settings	Summer

In general, a typical core course enrollment sequence starts with IDE 552, continues through a series of 600-level and 700-level courses, and finishes with IDE 737 as a final synthesis, capstone experience. A full-time student, taking 4 courses in fall and spring, and 2 in summer, can complete the course work in 1 calendar year through the following sequence:

Fall Semester: IDE 552, IDE 611, IDE 621, IDE 631
Spring Semester: IDE 632, IDE 641, IDE 712, IDE 761
Summer Semester: IDE 772, IDE 737

Although there is a recommended order for taking the courses, the courses do operate independently and can be taken in any order with the exception of the IDE 737 which is a capstone course and should be taken at or near the end of your course work.

Part-time students should plan their course sequences and schedule with their advisor.

Other Requirement for graduating with an IDD&E Master of Science degree

(R) ___ Present final Master's portfolio for review

NOTE: *An IDD&E core course requirement may be waived or substituted for based on prior or other graduate-level courses. It is possible to substitute another course at Syracuse University or another higher education institution for an IDD&E core. The course must include similar course work and meet learning standards and experiences as defined by the IDD&E faculty member who teaches the course you are requesting be waived. You must provide information (e.g., syllabus, examples of work completed, etc.) on the course you are requesting to be a substitute and negotiate with the faculty member responsible for the IDD&E core course. The Department Chair must also approve substitutions. If accepted, you must initiate a petition. See: Course Waiver and/or Substitution Request Process (next section).*

Course Waiver and/or Substitution Request Process

(See copy of form in Appendix B)

The **Petition to the Faculty** form has many uses including submitting a request to waive or substitute courses. If you have taken a graduate-level course at another institution and feel that it is comparable with one of the required courses for the department, you should meet with the instructor of that course to discuss a possible waiver or substitution. If the professor feels that a waiver or substitution is appropriate, you must complete the ***Petition to the Faculty*** form and submit the form to the department Administrative Assistant who will obtain the required signatures. University Policy dictates that at least 50% of your courses must be from Syracuse University for you to earn a degree from Syracuse University. Note that most CAS programs do NOT allow course substitutes.

The same form is also used to make changes to a submitted **Master's Program of Study** form. Once the ***Master's Program of Study*** form is submitted, the ***Petition to the Faculty*** form must be completed by you in consultation with your academic advisor and submitted to the department Administrative Assistant who will secure required signatures, if you decide to take a different course(s) than the ones listed on your original ***Master's Program of Study***.

The ***Master's Program of Study*** form can be found online in the School of Education website under ***Student Forms***. The ***Petition to the Faculty*** form can be found on the Syracuse University Registrar's website.

5. IDD&E CAS & MS DEGREE ONLINE PORTFOLIO REQUIREMENTS

(See copy of forms in Appendix C and Appendix F)

Portfolio Definition and Purpose

The portfolio is a synthesis of materials, created primarily *during* your studies in the IDD&E Master of Science degree program that showcases your development of core and specialty area competencies. Students in the CAS - Designing Digital Instruction program are also required to develop an online portfolio.

The purpose of the portfolio review is to provide one way in which to assess your growth in competencies as a result of participating in the IDD&E degree programs. Therefore, materials developed prior to enrollment in the program are typically limited to one exemplar sample as long as it has been reflected on or modified based on your learning during IDD&E courses.

The portfolio should be designed to allow faculty to assess (i) what you have learned during your enrollment in IDD&E and (ii) how you are applying your new competencies in your chosen field or domain. You must be able to state that the bulk of materials in the portfolio are a result of the knowledge and skills acquired as a result of participation in the IDD&E program.

Although the Portfolio is viewed as an assessment vehicle by IDD&E faculty, this product should be viewed by you as a placement portfolio to be shared with prospective or current employers and/or supervisors. It should demonstrate to them your competencies and accomplishments in ways that a transcript or resume alone falls short. Your portfolio is to be digital, developed and viewable online.

Required Contents

1. Portfolio Cover Page & Checklist
2. An autobiographic personal statement (post-graduate plans, career goals, personal characteristics that make you unique, etc.)
3. Current Resume/Vita
4. Course Summary (titles, descriptions, grades for all courses taken to earn your degree)
5. *Practices & Preparation*: Four to five examples of work related to your practice context. Together, these examples should show your competencies in all phases of the instructional systems design process (ADDIE), particularly related to your area of interest (e.g., design, evaluation, interactive technologies) and context (e.g., K-12, higher education, business, healthcare, etc.). (CAS projects have specific requirements; see checklists in ***Appendix C***.)

   You ***must*** include at least one example of the following:
   - product or deliverable from work completed in your desired context (e.g., K-12, higher education, business, healthcare, etc.)
   - product in your primary area of interest (e.g., design, evaluation, technology, etc.) that were developed during your studies in our program.

   Examples ***may*** include:
   - Class projects (e.g., papers, instructional media products, etc.)
   - Internship and practicum documents and products
   - Instructional materials you created for workshops, seminars, etc.
   - Instructional projects completed during employment for graduate assistantships or off-campus employment

Each example ***must*** be accompanied by a short written project summary (**1-page**) that includes the following information:

- Project / product title (if a course activity, for which course?)
- Context of the project work (e.g. courses, work-related activity, etc.)
- Author/list of contributors (If product was a result of a team effort, clearly state your role in the team and the component(s) of the product that was/were a direct result of your work.)
- Description of which component(s) of IDD&E this product represents (e.g., needs analysis, design, evaluation, etc.)
- A short reflection and self-assessment of the product

6. *Self-Evaluation*: A list of the *Instructional Design Competencies* ***must*** be included in your portfolio. You must indicate the level of competency you believe you have acquired for each competence and performance statement on the list (e.g., L-low, M-medium, H-high). Your list ***must*** be accompanied with
   - A **1-page** self-evaluation of your own level of competencies in the field indicating (i) which competencies you have strongly developed during your studies and experiences in the IDD&E Program, (ii) which you feel you will continue to develop, and (iii) why tracking your competencies is or is not important to your professional development. ***Students in the CAS in Designing Digital Instruction*** must ALSO include a self-assessment of instructor and online learner competencies as well.
7. *Practical Application:* IDDE Master of Science program synthesis essay on the practical application of your competencies. This essay provides students an opportunity to demonstrate their ability to (i) apply what they have learned in the MS IDD&E/CAS program to solve practical instructional and learning problems in their field, (ii) reflect on their learning experiences and the role that ID professionals play in the world of human performance, and (iii) define and clarify their professional identities. This piece can also serve as a work example to illustrate to current and potential employers how your ID expertise can help resolve performance problems in their contexts.

   To complete the essay, please do the following:
   - Create a scenario in your desired working context in which you are asked to solve a performance issue related to a gap in knowledge, skills, or attitude, e.g., a practical problem that can be resolved with an instructional solution. (See **Appendix D** and **Appendix E**)
   - Apply the competencies that you have learned to resolving this performance problem. You are not being asked to recall everything you have learned, rather you are being asked to apply the most important aspects of your new instructional designer competencies to the defined performance problem in your scenario.
   - In the summary of your paper, describe how your knowledge gains from your courses helped you in your thinking, planning, and acting to resolve the performance problem in your scenario.
   - End the essay with a short reflection on how you would define your professional identity as an IDD&E graduate and why your new competencies are important to your chosen professional context.

   This essay should be no longer than ***5 pages (approximately 2,500 words), 12pt font, single spaced, 1" margins***. The scenario should be no longer than ½ page of the 5 pages. Graphics and tables can be useful. Citations for references should be in APA format. References are in addition to the 5-page limit. Evaluation guidelines are included in the Appendices to help in preparing your portfolio.

Portfolio Submission and Evaluation

When you and your academic advisor agree that your portfolio is ready for review you will also complete and present to your advisor for signature a ***Request for Portfolio Presentation*** form. It is preferred that you submit your portfolio in an electronic format; however, supplementary hard copies of components may be submitted as well.

Two portfolio reviews will be scheduled every year. Students who intend to graduate must submit their completed portfolios based on schedule announced each academic year

Students can submit their completed portfolios as early as the semester prior to the semester they intend to graduate.

The graduating student's academic advisor will review his/her portfolio. The advisor may engage another faculty member in an additional review when there are uncertainties about the portfolio meeting the provided guidelines and quality requirements.

Each student, upon review of their portfolio, will be given a ***(i) Pass, (ii) Not yet pass, or (iii) Fail***. To achieve a "***Pass,"*** you must adequately address **all** criterion included in the guidelines. If you receive a "***Not Yet Pass***," you will be given two weeks from the time of being informed of the results to submit a revised portfolio based on review feedback and suggestions provided. If you do not re-submit in the given time line or do not receive a "***Pass***" after your revisions, the portfolio will be scored as "***Fail***" and you will be required to sign up and resubmit the portfolio the next semester. You are permitted **one portfolio resubmission.** However, after a second *failed* attempt, you must take six additional credit hours of coursework prior to any additional attempts. Your advisor is responsible for making the final judgment (with review from other faculty as deemed required) and reporting the review results to the IDD&E department and School of Education. The results of this portfolio review assists faculty in making final decisions regarding the award of the CAS or Master of Science degree and provide you with feedback regarding your current level of expertise.

6. IDD&E PHD

IDD&E 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.

A Doctoral Degree

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.

Doctoral students in the IDD&E program generally select one of two emphases in their Ph.D. program: Academic Research focus or Professional Studies focus. Although both are research-oriented emphases, these two options reflect the increasingly diverse skills and settings requiring Ph.D. preparation. Both require 90 graduate credits, a research apprenticeship, and a dissertation. There are generally differences in the types of dissertations.

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).

Doctoral students may have career interest in more of a *Professional Studies* area that prepare them for higher-level position in professional settings. IDD&E doctoral studies will emphasize strong methodological training, extensive experience with applied projects, providing opportunities to experience flexibility in teams on a broad range of problems, participation in applied professional communities, and the development of management and leadership skills. The courses and expectations for research are the same as the Academic Research focus, however research projects may vary for students with interests in professional studies.

IDD&E has **high expectations** for all its PhD graduates. 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."
>
> "…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).

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7. CHECKLIST OF DOCTORAL PROCESS ACTIVITIES

Name: _____ Advisor: _____ Dissertation 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
___2.2 Core: ❑ ^IDE552 /❑ ^IDE611 / ❑ ^IDE621 / ❑ ^IDE631 / ❑ ^IDE632 / ❑ ^IDE641 / ❑ ^IDE712 / ❑ ^IDE761 / ❑ ^IDE737/ ❑^IDE772/ ❑ IDE830 / ❑ IDE850 / ❑ IDE756 / ❑ IDE764 / ❑ IDE SEM / ❑ IDE LAB/ ❑ IDE ___
___2.3 Research: minimum: 30 crs: __ IDE742 / __ IDE841 / __ IDE843 / ___ EDU655 / __ EDU603 / __ EDU647 / ____ _ _ _ / ____ _ _ _ / ____ _ _ _ / ____ _ _ _ / (1 advanced quantitative/1 advanced qualitative/2 dissertation)
___2.4 Dissertation: __ 9 credits (IDE 999) ***to be taken AFTER passing qualifying exams.***
___2.5 Minimum Credits from SU: __ 41 credits (per School of Education and University requirements)

^Must have taken majority of MS courses **PRIOR to** acceptance

___ 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 Quals [dissertation proposal defense]*

___4.1 Acquire RAP advisor and project
___4.2 Submit RAP registration form (RD5a* - attachment 3.4a)
___4.3 Conduct RAP / write publishable paper from RAP
___4.4 Summit RAP report & Advisor's Approval Form (RD5b* -attachment 3.4b)

RAP must be completed **BEFORE** taking qualifying exams.

___ 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 Acquire Dissertation Chairperson (by end of first year)
___5.3 Draft Prospectus and pass (starting within second or third year)
___5.4 Acquire Dissertation Committee (by end of second year)
___5.5 Draft Dissertation Proposal (Chapters 1-3, approved by committee)
Required: ❑ Chapter 1 ❑ Chapter 2 ❑ Chapter 3 ❑ Approved for proposal defense (date:)
___5.6 Submit application for Qualifying Exam (RD6* -- attachment 3.5) defend proposal (approved/pass by Diss Committee)

Students have **1 year** to complete qualifying exam (writing and passing dissertation proposal)

___ 6. Dissertation Proposal Defense Process (RD7*– attachment 3.6)

___6.1 Minimal Requirements: ❑ RAP completed ❑ committee approval of proposal
___6.2 Schedule and Defend Dissertation Proposal ❑ Pass (date:)

___ 7. Conduct & Defend Dissertation Study: (Up to 5 years after approved proposal submitted to 270 HH)

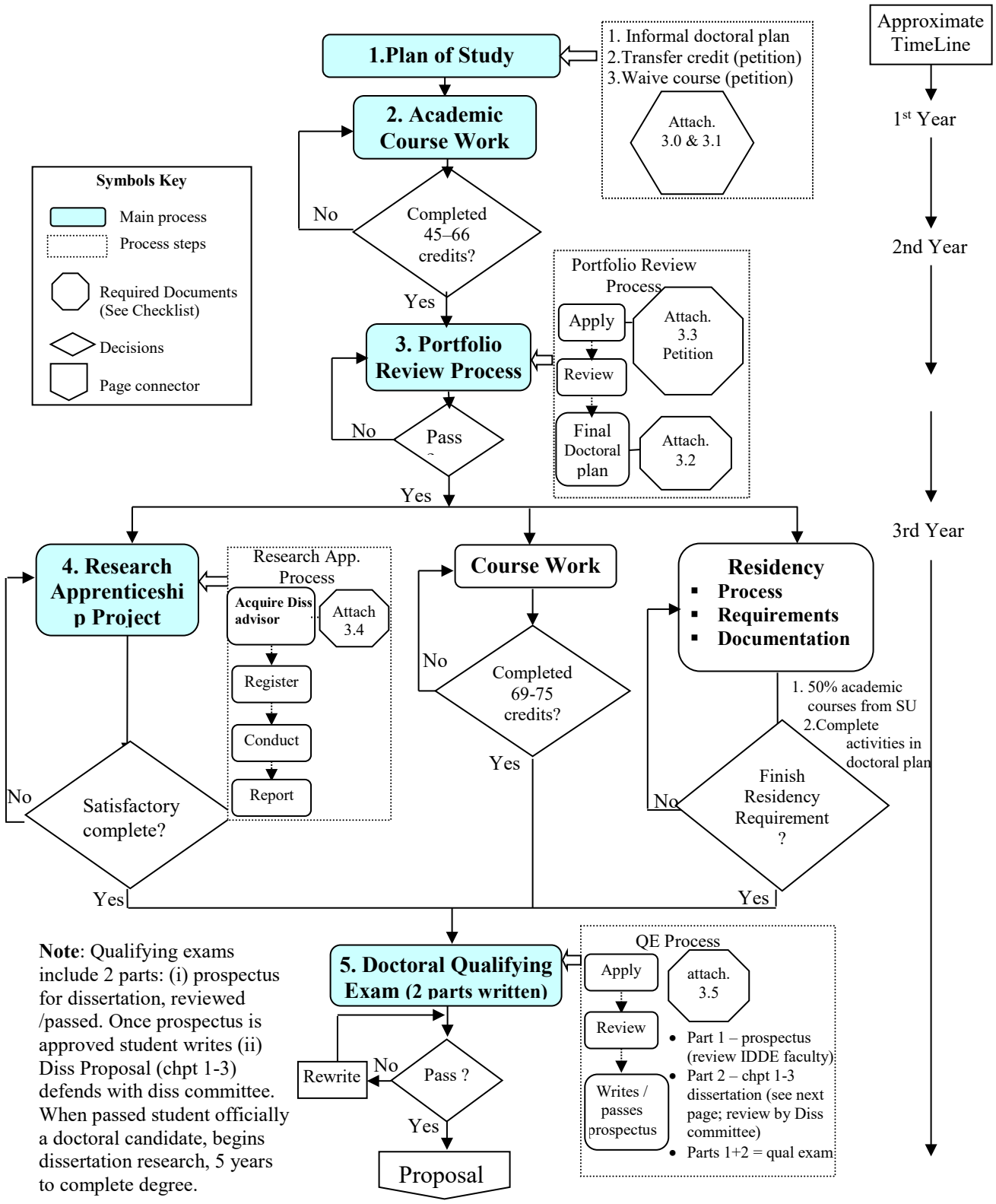
___7.1 Conduct Dissertation research ❑ Completed 9 (IDE 999) dissertation credits
___7.2 Write Dissertation research / ❑ Gain committee approval to defend
___7.3 Submit Diploma Card & Intent to Defend (RD8*-- attachment 3.7) (semester before defense)
___7.4 Submit Request for Dissertation Examination (RD9*-- attachment 3.8) (six 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

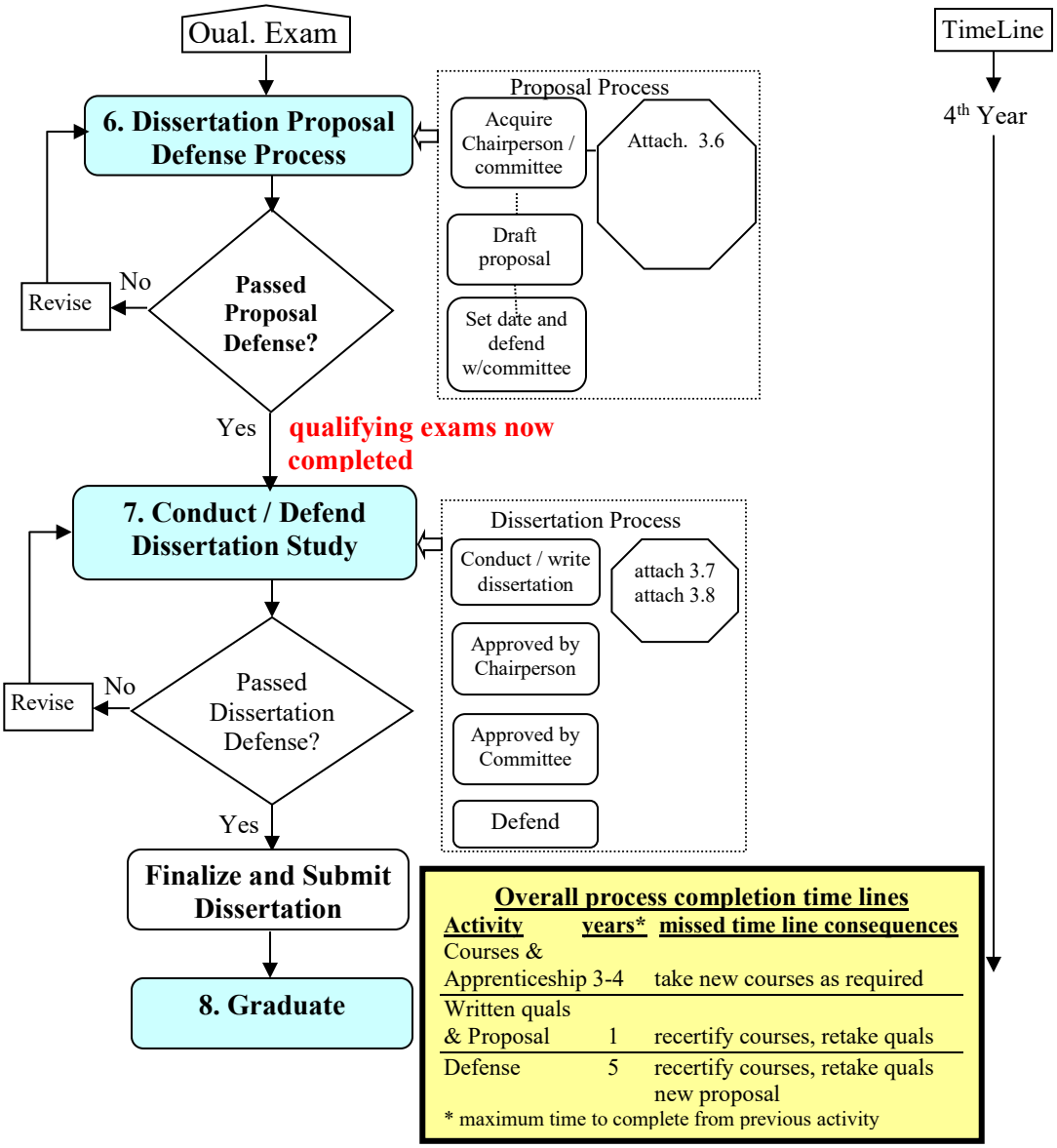
Note: RD means "Required Document" * Forms acquired from School of Education

IDD&E Doctoral Degree Program Process



Note: Qualifying exams include 2 parts: (i) prospectus for dissertation, reviewed /passed. Once prospectus is approved student writes (ii) Diss Proposal (chpt 1-3) defends with diss committee. When passed student officially a doctoral candidate, begins dissertation research, 5 years to complete degree.

IDD&E Doctoral Degree Program Flowchart (continued)



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 new proposal

* maximum time to complete from previous activity

Summary of Required Forms

RD num	Form	Attach	PHD Appendice	Timing
RD1	Filing Your Informal Program of Study	3.0	Appendix A	First semester
RD2	Petition To The Faculty (waive/transfer/amend)	3.1	Appendix B	As needed
RD4	Formal Program Plan	3.2	Appendix C	Sign-off at portfolio
RD3	Application to submit portfolio	3.3	Appendix D	45 to 66 credits
RD5a RD5b	Research Apprenticeship Project Registration Form (SOE for 3.3) & Advisor's Approval form	3.4a/b	Appendix E	Complete prior to dissertation
RD6	Application to take Qualifying Exam	3.5	Appendix F	After 69 credits
RD7	Dissertation Proposal Cover Sheet	3.6	Appendix G	After passing quals
RD8	Intent to Defend Doctoral Dissertation Notice	3.7	Appendix H	semester before defense
RD9	Request For Dissertation Examination	3.8	Appendix I	5-6 weeks prior to defense

8. PLAN OF STUDY - PhD

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.

9. PhD ACADEMIC COURSE WORK

Overall Requirements

1. **At least 90 credits** beyond the baccalaureate degree.
2. **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.
3. **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.

4. **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.*
5. **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.

Research and/or Scholarly Inquiry – Methods Requirements

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. 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**. 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 Characteristics

Characteristics	Academic Research
Contexts of Employment	Research University Business and Industry R&D Research Foundation
Roles	Researcher Faculty Member Research Manager Department Chairperson
Primary Tasks	Knowledge Production Theory Development
Primary Reference Groups	Research Community Funding Agencies Society
Dominant Professional Values	Integrity Competence Creativity
Boundaries of Inquiry Problems	Conceptual Significance Prior Research / Theory Methodological Feasibility
Criteria of Good Work	Contribution to Understanding Intellectual Problem: Accuracy, Clarity, Parsimony

Academic Research Preparation and Checkpoints

Curriculum	**Academic Research**
Master's Degree	In Instructional Design & Technology or Closely Related Field
Qualifying Exams Preparation	(1) Research Methods – experimental [written exam 1] (2) Instructional Analysis, Design, Development, Evaluation, Educational Technology, & Project Management [written exam 2] (3) Dissertation Proposal (4) Defense of Dissertation Proposal
Research Apprenticeship	Empirical Study Required: Survey, Case Study, Intervention, Experiment, Qualitative
Experiential Residency	Attend Research Conferences Presentation of Research papers Author/co-author Research Articles Teaching Experience (Future Professorate, Course TA, On-line Course TA, Instructor)
Dissertation	Empirical or Conceptual Theory & Prior Research-based Publishable in Scholarly Journal

Academic Research: IDD&E Complete Course Listing of Regularized Courses

Introduction/Synthesis Sequence
IDE 611 Technologies for Instructional Settings *
IDE 712 Analysis for Human Performance Technology Decisions *
IDE 737 Advanced Instructional Design *

Learning and Cognition
IDE 621 Principles of Instruction and Learning *

Instructional Design and Development
IDE 631 Instructional Design and Development I *
IDE 632 Instructional Design and Development II *
IDE 730 Topics in Design and Development: Specialized Settings
IDE 736 Motivation in Instructional Design
IDE 830 Doctoral Seminar in Design and Development **
IDE 831 Knowledge Management in Instructional Design

Evaluation and Research Methods
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 and Research Seminar **

Interactive Technologies and Distributed Learning
IDE 552 Digital Media Production*
IDE 656 Computers as Critical Thinking Tools
IDE 756 Designing Online Instruction
IDE 850 Doctoral Seminar in Conducting Lit Reviews **

Continuing Education and Lifelong Learning
IDE 771 Methods & Techniques for Teaching & Training Adults
IDE 772 Education Technology in International Settings*

Project Management and HPT
IDE 761 Strategies in Educational Project Management *
IDE 764 Planned Change and Innovation

Fieldwork and Internship
IDE 680 Fieldwork and Internship
IDE 980 Fieldwork and Internship

Independent Study and Dissertation
IDE 690 Independent Study
IDE 990 Independent Study
IDE 999 Dissertation Research **

(* 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.

Required IDD&E 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 (May substitute equivalent course)
EDU 647 Statistical Thinking and Applications (May substitute equivalent course)

SOE Research Depth Requirement for BOTH Academic and Professional Studies

The following are the standard sequences (See next section for possible 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**

Course	Description
EDU 886 Multivariate Research Methods	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.
IOR 678 Statistical Design and Analysis of Experiments	Paired and independent tests and their validity, K-variable analysis, and randomized block design analysis of variance, factorial and factional designs, method of least squares, response surface methodology, nonlinear least squares.
MAS 723 Nonparametric Statistics	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. *PREREQ: MBC 638 OR MAS 653*
MAS 743 Linear Statistical Models I: Regression Models	General regression model, estimation methods, general linear hypothesis tests, residual analysis, indicator variables, multicollinearity, autoregressive model, weighted least squares, variable-screening procedures.
MAS 777 Time Series Modeling and Analysis	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. *PREREQ: MBC 638*
MAS 788 Causal Modeling and Analysis	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 equatrons. *PREREQ: MBC 638*
PSY 691 Meta-Analysis	Statistical procedures, as well as practical issues involved in the conduct of meta-analyses. Permission of Instructor. *PREREQ: PSY 655*
PSY 756 Statistical Methods in Education and Psychology III	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. *PREREQ: PSY 655*
PSY 757 Multiple Correlation and Regression	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.
PSY 853 Experimental Design and Statistical Tests	Experimental design and appropriate statistical tests. Use of the analysis of variance and covariance techniques. *PREREQ: PSY 756*
PSY 854 Statistical Analysis in Research Design	Applications of logic transformation to models for binary responses and design of observational studies. Issues of reliability, research design, and analysis. *PREREQ: PSY 853*
PSY 857 Multivariate Analysis	Statistical techniques dealing with situations involving many variables. Multivariate analysis of variance, discriminant analysis, canonical correlations, and classification procedures. *PREREQ: PSY 756*

Options for Qualitative Depth Requirements:

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

Course	Description
CFE 813 Multicultural Narratives and Educational Change	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.
MFT 885 Qualitative Research Methods in Family Therapy	A qualitative inquiry in the social sciences. Students will learn to apply qualitative research methodology to understand human phenomena and life. *PREREQ:CFS 631*
ANT 682 Life Histories/Narratives	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.
ANT 684 Social Movement Research Methods	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.
ANT 781 Ethnographic Methods	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.
HST 695 Historical Narratives and Interpretation	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.
HST 804 First-Year Graduate Research Seminar	Seminar geared to particular research interests of first-year students.
IRP 705 Strategic Planning, Implementation and Evaluation in International Affairs	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.
PSC 694 Qualitative Political Analysis	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.

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, or equivalents)

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, or equivalents)

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.

SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN, DEVELOPMENT AND EVALUATION

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 perspective)[#]
☐	IDE 737 Advanced Instructional Design	3 crd (Application in applied practice/capstone)[#]
	Total	30 crd IDDE practice level competencies

[#]Doctoral students can double count IDE 772 and IDE 737 from Master of Science Degree in PhD

REQUIRED DOCTORAL CONTENT DEPTH COURSES: (6 depth courses/experiences)

☐	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 elective	3 crd (IDDE depth-online)
☐	IDE elective	3 crd (IDDE depth-online)
☐	IDE elective	3 crd (IDDE Research depth,)
☐	IDE elective	3 crd (IDDE Research depth,)
	Total	18 crd depth

REQUIRED DOCTORAL RESEARCH COURSES: (10 research 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 tests and measurements	3 crd (Research/Scholarship) or equivalent
☐	EDU 647 Statistical thinking and application	3 crd (Research/Scholarship – initial quant), or equivalent
☐	EDU 603 Introduction to qualitative research methods	3 crd (Research/Scholarship – initial qual) or equivalent
☐	EDU 791 Advanced quantitative research methods	3 crd (advanced quant) or equivalent
☐	EDU 737 Quantitative research design	
☐	EDU 810 Advanced qualitative research methods I	3 crd (advanced qual) or equivalent
☐	EDU 815 Advanced qualitative research methods II	
☐	_____	3 crd (Additional dissertation research prep)
☐	_____	3 crd (Additional dissertation research prep)
	Total	30 crd

REQUIRED DOCTORAL DISSERTATION: (9 required credits)

☐	IDE 999 Dissertation credits	9 crd
	Total	9 crd

FOUNDATION DOCTORAL COURSE: (1 SOE core, or substitute with a depth choice see ^below)

☐	EDU 781 (OR additional IDE depth course)	Total	3 crd (cultural foundations)

Required Total credits beyond Bachelor's 90 crd (Total MS crds: 30 Doctoral crds: 60)

^ IDDE depth course substitutions, with advisor permission, may include: IDE 736 Motivation in Instructional Design [OL SU]; IDE 771 Methods/Techniques for teaching Adults [OL SP]; IDE 831 Knowledge Management [OL FA].

10. 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 and at least 12 credits of which are research courses. 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) related to IDD&E research topics.
        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:

- 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)

- 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 fac*ulty 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 reco*mmended 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 SUMBISSION TO MAKE SURE IT MEETS REQUIREMENTS! *Final submission* goes to the program administrator who will coordinate the faculty review.

3. ***Review*** *Portfoli*os 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.

   2. ***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.

3. ***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.

4. ***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 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, 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 or 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

- **See 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)

SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN, DEVELOPMENT AND EVALUATION

IDD&E Doctoral Portfolio Review Form

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 Mgt
☐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 Conducting Lit Reviews *
☐IDE___ – **	☐IDE___ – **

Required for admission (or 30 crd equivalent courses)

ID depth courses

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

Research depth courses, 30 credits

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

Course #	Course Title	Date

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)

IDD&E Doctoral Portfolio Review Form Page 2 of 2

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

11. 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. In 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 A PA 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.

12. 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.* The written exams must be completed within two exam periods. This consists of (i) writing and passing a dissertation prospectus [to be reviewed by IDDE faculty] and (ii) writing and defending chapters 1-3 for your dissertation [to be reviewed and passed through oral defense with your dissertation committee].

Application to take Qualifying Written Exam (Attachment 3.5)

The examination– (i) dissertation prospectus is written and defended. You will prepare a written prospectus for your dissertation. It SHOULD be related to your Research Apprenticeship and include sections on a statement of the problem, succinct summary of key literature, and a methodology section. It is expected that the prospective will provide a short overview of your dissertation work and be approximately 20 pages plus references. It must conform to APA style. You should consult with you dissertation advisor on progress and prepare for a full IDD&E faculty review and mini defense.

The examination– (ii) dissertation proposal is written and defended. This part of the quals begins ***AFTER*** passing the prospectus review. You will prepare a written proposal for your dissertation. It SHOULD be related to your Research Apprenticeship and passed prospectus. The proposal includes 3 chapters: (1) statement of the problem, (2) literature review, and (3) study methodology. It is expected that the proposal will provide a detailed overview of your dissertation work based on the RAP and prospectus. The length of proposals vary, however are generally 100 pages or less, plus references, instruments, and data collection appendices. You should consult with your dissertation committed on progress and prepare for a committee review and defense of the proposal. *Your department will report the results of your exam (after you have completed parts 1 and 2) to the Graduate Recorder for the Higher Degrees Committee.*

It is possible for a candidate to pass or fail either of these reviews. If the prospectus review is **failed twice**, the advisor may **recommend additional courses before the third trial**. A candidate who **fails** the prospectus **three times will not move on to the proposal stage or receive doctoral candidacy**. If the student passes the prospectus, however fails the proposal defense three times s/he will not receive doctoral candidacy. ***Note: Lack of making progress in the written exams may also constitute a failure. The university allows two years for students to complete qualifying exams.***

(See copy of form in Appendix F)

SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN, DEVELOPMENT AND EVALUATION

IDDE Doctoral Qualifying Examination Registration Form

Name _____ **Date Passed Portfolio** _____
Academic Advisor _____ **Date of Application** _____
Intended Exam

Period:	**Fall 20__ (January)**	**Spring 20__ (May)**	**Summer 20__ (August)**
Exam No.:			

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*

13. 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:

- 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 the most recent APA 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 four 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** _____

14. CONDUCT AND DEFEND DISSERTATION

Dissertation Process

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

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

SEMESTER OF DEFENSE	INTENT TO DEFEND MUST BE FILED BY
FALL	AUGUST 15th
SPRING	DECEMBER 15th
SUMMER	APRIL 15th

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)***

15. GRADUATE

Congratulations … the dissertation process is complete! Well done in completing your 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.

IDD&E GRADUATE PROGRAM POLICIES

CAS and Master of Science advisors and Doctoral Advisors and Committees

As a CAS or MS student you will be assigned an advisor who advises on course decisions. You are assigned an advisor when you are accepted into the program. You can contact your advisor, generally through email, to setup an appointment to discuss any concerns or progress. You may change your advisor, with permission from your intended new advisor at any time. Often student will change advisors to work with someone who is interested in similar practice areas.

As a PhD student, 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 any time. 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 IDD&E community at a brown bag, poster session, class, etc. prior to or immediately following the conference. At least one faculty member must be present.

Note full time MS students may also apply for funding, per guidelines above, at professional practice conferences.

ADDITIONAL IDD&E INFORMATION

SU Email Account

All IDD&E students are ***required*** to use an SU email account (userename@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.

Student Works Policy

Work produced by students will be used in class for educational purposes. Under the federal Family Educational Rights and Privacy Act, it is understood that registration and continued enrollment in this course constitutes permission by the student for such use. After this course is completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the creator/originator(s); or (2) the creator/originator(s)' written permission will be secured.

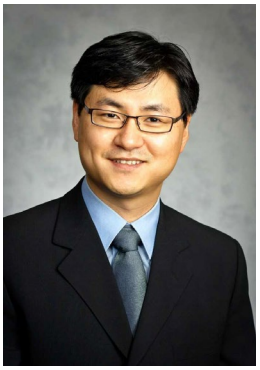
Class Recording Policy – From Syracuse University Academic Integrity Policy

Classes, advising sessions, or other types of meetings may NOT be recorded (audio or video) unless all involved have consented to the recording and the disposition of the recorded materials. You are also NOT allowed to upload or sell any recordings or materials from any courses for public consumption. Courses are the intellectual property of the course instructors and Syracuse University. Violating this policy will result in an academic integrity policy violation. For more information and the complete policy, see: http://academicintegrity.syr.edu

IDD&E FACULTY AND STAFF

Moon-Heum Cho, Assistant Professor

Ph.D., University of Missouri



E-mail: mhcho@syr.edu
Office: 263 Huntington Hall, Syracuse, NY 13244-2340
Phone: (315) 443-3703

Background and Interests:
Dr. Cho earned his Ph.D. in the School of Information Science & Learning Technologies at the University of Missouri-Columbia. Prior to joining Syracuse University, he was at Sungkyunkwan University, a private research university in Seoul, South Korea where he taught instructional design, technology, and program evaluation. In addition, he taught classes on technology integration in K-12, learning theories, and educational psychology to preservice teachers at Kent State University in Ohio.

He is interested in designing theory-based learning activity and transforming learning environments to enhance student learning experiences. His research focuses on understanding and supporting student engagement in challenging learning environments (e.g., online learning, project-based learning, and interdisciplinary collaborative learning) through instructional design, development, technology, and evaluation. Using diverse learning theories including social cognitive theory, constructivism, self-directed learning, epistemic beliefs, motivation, cognition, and emotion as a theoretical lens, he empirically examines, intervenes, interprets, and expands understanding about human learning in diverse contexts. His research has been published in research journals such as *Educational Technology Research & Development* (ETRD), *Internet and Higher Education*, *Interactive Learning Environments*, *Computer Assisted Language Learning* (CALL), *Educational Psychology*, and *Social Psychology of Education*. In addition, he has served on editorial boards in well-respected journals, including *Internet and Higher Education* and *Distance Education*.

For more information about Dr. Cho's research, please visit http://itld.weebly.com.

Courses he teaches:

IDE 641 Techniques in Educational Evaluation
IDE 700 IDE Special Topics

Jason M. Curry, Assistant Teaching Professor

Ph.D., Southern Illinois University Carbondale

E-mail: mhcho@syr.edu
Office: 259 Huntington Hall, Syracuse, NY 13244-2340

Background and Interests:

Jason Curry has over 15 years of professional and higher education experience in various faculty, regulatory/compliance, corporate, institutional and programmatic accreditation, distance education, and leadership roles. Prior to joining Syracuse University, Curry was a Curriculum & Student Consumer Research Analyst in the Licensing & Registration Unit at the Minnesota Office of Higher Education. In addition to his regulatory background, Curry was an Assistant Professor (Term) at the University of Louisville (UofL) in Louisville, KY, and an Instructor/Program Administrator for the Bachelor of Science in Workforce Leadership program at Southern Illinois University Carbondale. Curry was also a Director of Education and Academic Affairs at ATA College. Finally, Curry has worked in several contract and full-time instructional design, evaluation, and leadership roles for companies such as: Humana, LaserShip, Carley Corporation, TCF Bank, and Sears Holdings Corporation. Curry looks forward to working closely with SU faculty and students.

Tiffany A. Koszalka, Professor

Ph.D., The Pennsylvania State University

E-mail: takoszal@syr.edu
Office: 259 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, NIH, DOE, private industry, and K-12 school districts. Most recently she has been collaborating with a large school system (2,000+ educators, 50,000+ 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.

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 761 Strategies in Project Management
IDE 830 Doctoral Seminar in Design & Development
IDE 850 Doctoral Seminar in Literature Review

Jing Lei, Associate Professor and Chair
Ph.D., Michigan State University

E-mail: jlei@syr.edu
Office: 259 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/.

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 Technologies for Instructional Settings
IDE 712 Analysis for Human Performance Technology Decisions
IDE 772 Educational Technology in International Settings

ADJUNCT / AFFILIATED FACULTY

Gerald S. Edmonds, Adjunct Professor, Assistant Provost Academic Programs

Ph.D., Syracuse University

E-mail: gedmonds@syr.edu
Office: Office of Assoc Provost - Acad Progs, 304 Steele Hall., Syracuse, NY
Telephone: (315) 443-4119

Background and Interests:
Emerging technologies & qualitative methods. He serves on dissertation committees.

Courses he teaches:
IDE 651 Message Design for Digital Media

Jerry Klein, Research Professor

Ph.D., Florida State University

E-mail: jwklein@syr.edu

Background and Interests:
Jerry Klein is a Research Professor at Syracuse University. His main experiences are in designing and developing eLearning courses for the telecommunications industry.

Courses he teaches:
IDE 831 Knowledge Management in Instructional Design

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. His research interests include computer and instructional technologies, instructional design, learning and teaching, online instruction. He serves on dissertation committees.

Courses he teaches:
IDE 632 Instructional Design and Development II
IDE 736 Motivation in Instructional Design

Alexander Romiszowski – Adjunct/Research professor

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

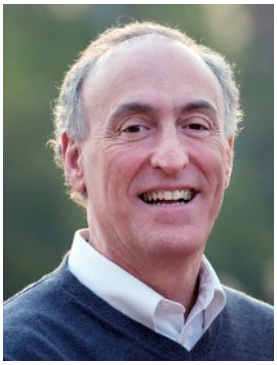
Ed.D., Syracuse University

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

IDD&E ADMINISTRATIVE STAFF

Lisa Battalino, IDD&E Administrative Assistant

E-mail: lbattali@syr.edu
Office: 259 Huntington Hall / 350 Huntington Hall (Higher Education)
Phone: (315)443-3703

Responsibilities: Lisa can help will all operation of IDD&E and should be consulted on all administrative matters from admissions through graduation … and everything in between!

IDD&E HISTORY OF EXCELLENCE –EMERITI / RETIRED FACULTY

Philip Doughty, Executive Director, Training Systems Institute, Emeritus (retired)

Ph.D., Florida State University

E-mail: pldought@syr.edu

Background and Interests: Phil Doughty filled 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.

Nick L. Smith, Emeritus Professor (retired)

Ph.D., University of Illinois

E-mail: nlsmith@syr.edu

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.

Donald P. Ely, Emeritus Professor (retired/deceased)

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 (retired)

Ph.D. University of Michigan

E-mail: rogerhiemstra@gmail.com

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*.

David Tiedemann - Director, Faculty Computing and Media Services (retired)

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 (retired)

Ph.D., Syracuse University

E-mail: bayonai@syr.edu

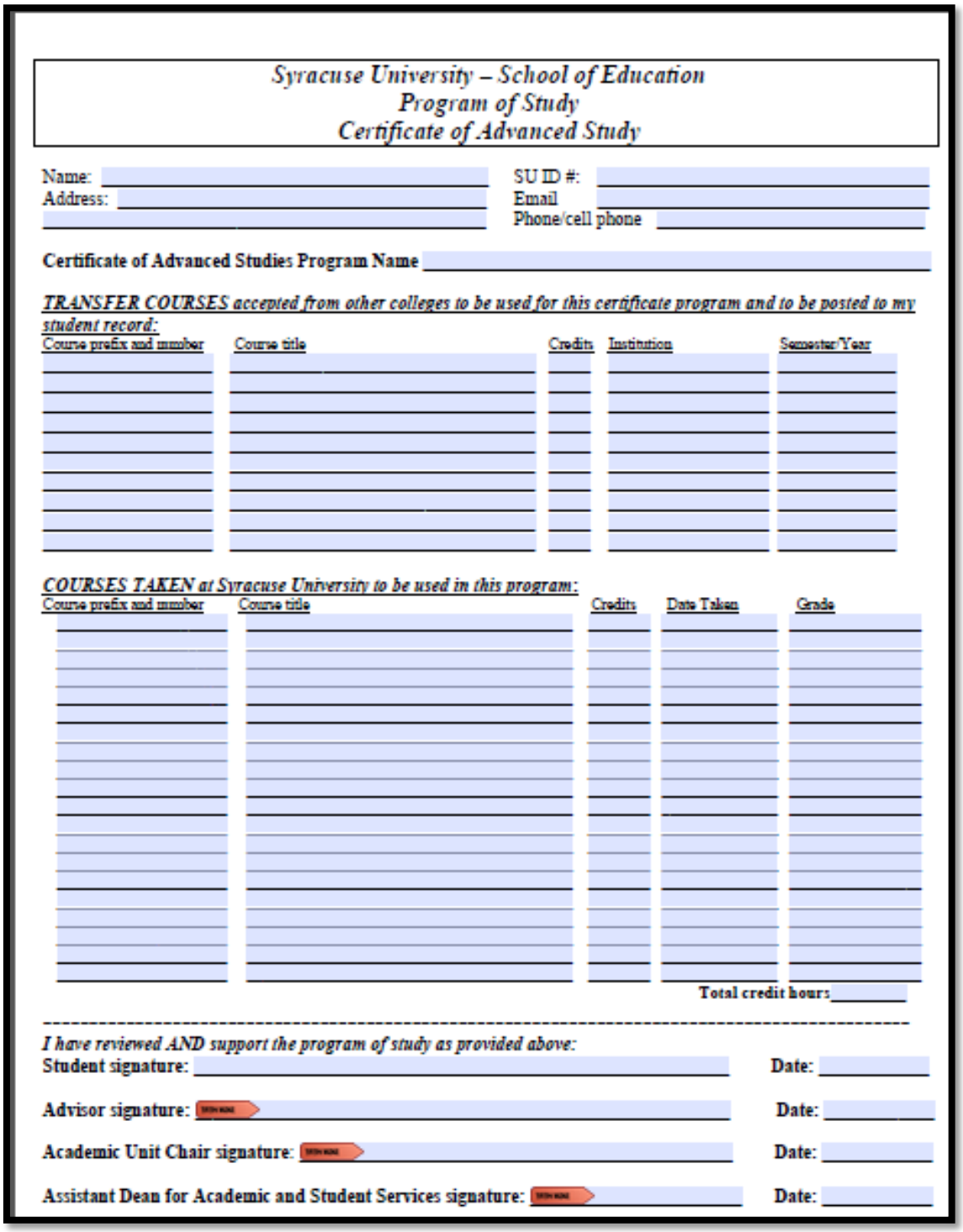
Background and Interests:
After eight years of teaching in the public schools as a special educator, Dr. Yonai came to Syracuse University to complete her doctorate with an emphasis in evaluation. She worked as an evaluator at the Center for Support of Teaching and Learning for several years and is interested 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.

CAS and MS PROGRAM APPENDICES

Appendix	Form	Timing
Appendix A	Certificate and Master's Program of Study Plan Access online in SoE website under ***Student Forms***	First semester
Appendix B	Petition to the Faculty Access online in SU Registrar's website	As required
Appendix C	Portfolio Cover pages & Checklist	Semester before last semester
Appendix D	Guidelines For Creating and Evaluating the Master's Portfolio Scenario Requirement	Semester before last semester
Appendix E	Master's Portfolio Example Scenarios for Section 7 of the Portfolio	Semester before last semester
Appendix F	Request for Master's Comprehensive Exam or Portfolio Presentation Access online in SoE website under ***Student Forms***	Semester before last semester
Appendix G	Instructional Design Competencies references	Throughout the program

CAS/MS Appendix A. CAS and Master's Program of Study forms

Download from: http://soe.syr.edu/current/student_services/forms.aspx



Syracuse University – School of Education
Program of Study
Certificate of Advanced Study

Name: _____ SU ID #: _____
Address: _____ Email _____
_____ Phone/cell phone _____

Certificate of Advanced Studies Program Name _____

***TRANSFER COURSES** accepted from other colleges to be used for this certificate program and to be posted to my student record:*

Course prefix and number	Course title	Credits	Institution	Semester/Year

***COURSES TAKEN** at Syracuse University to be used in this program:*

Course prefix and number	Course title	Credits	Date Taken	Grade

Total credit hours: _____

I have reviewed AND support the program of study as provided above:

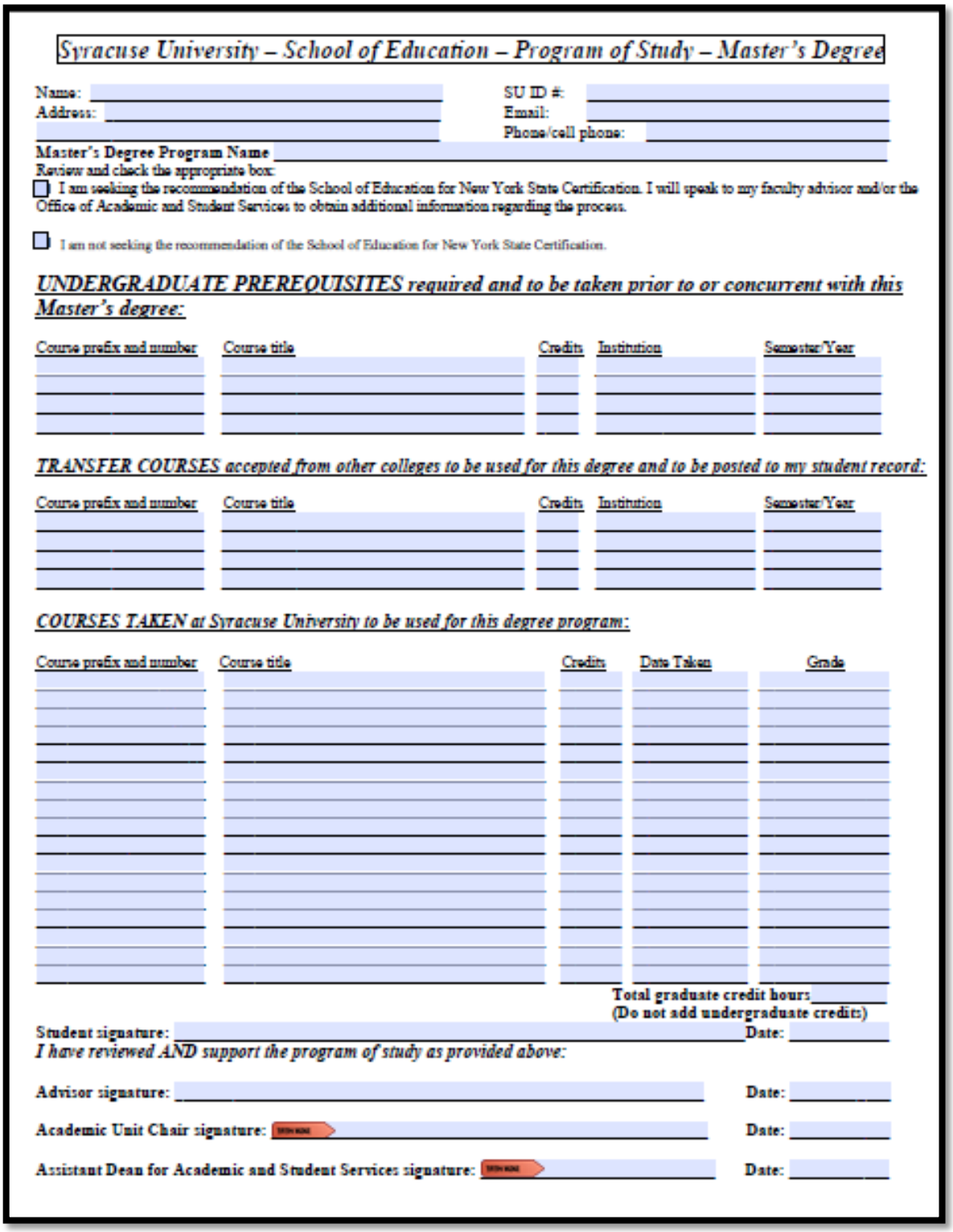
Student signature: _____ **Date:** _____

Advisor signature: _____ **Date:** _____

Academic Unit Chair signature: _____ **Date:** _____

Assistant Dean for Academic and Student Services signature: _____ **Date:** _____

Download from: http://soe.syr.edu/current/student_services/forms.aspx



Syracuse University – School of Education – Program of Study – Master's Degree

Name: _____ SU ID #: _____
Address: _____ Email: _____
_____ Phone/cell phone: _____

Master's Degree Program Name _____

Review and check the appropriate box:

☐ I am seeking the recommendation of the School of Education for New York State Certification. I will speak to my faculty advisor and/or the Office of Academic and Student Services to obtain additional information regarding the process.

☐ I am not seeking the recommendation of the School of Education for New York State Certification.

UNDERGRADUATE PREREQUISITES required and to be taken prior to or concurrent with this Master's degree:

Course prefix and number	Course title	Credits	Institution	Semester/Year

TRANSFER COURSES accepted from other colleges to be used for this degree and to be posted to my student record:

Course prefix and number	Course title	Credits	Institution	Semester/Year

COURSES TAKEN at Syracuse University to be used for this degree program:

Course prefix and number	Course title	Credits	Date Taken	Grade

Total graduate credit hours _____
(Do not add undergraduate credits)

Student signature: _____ **Date:** _____

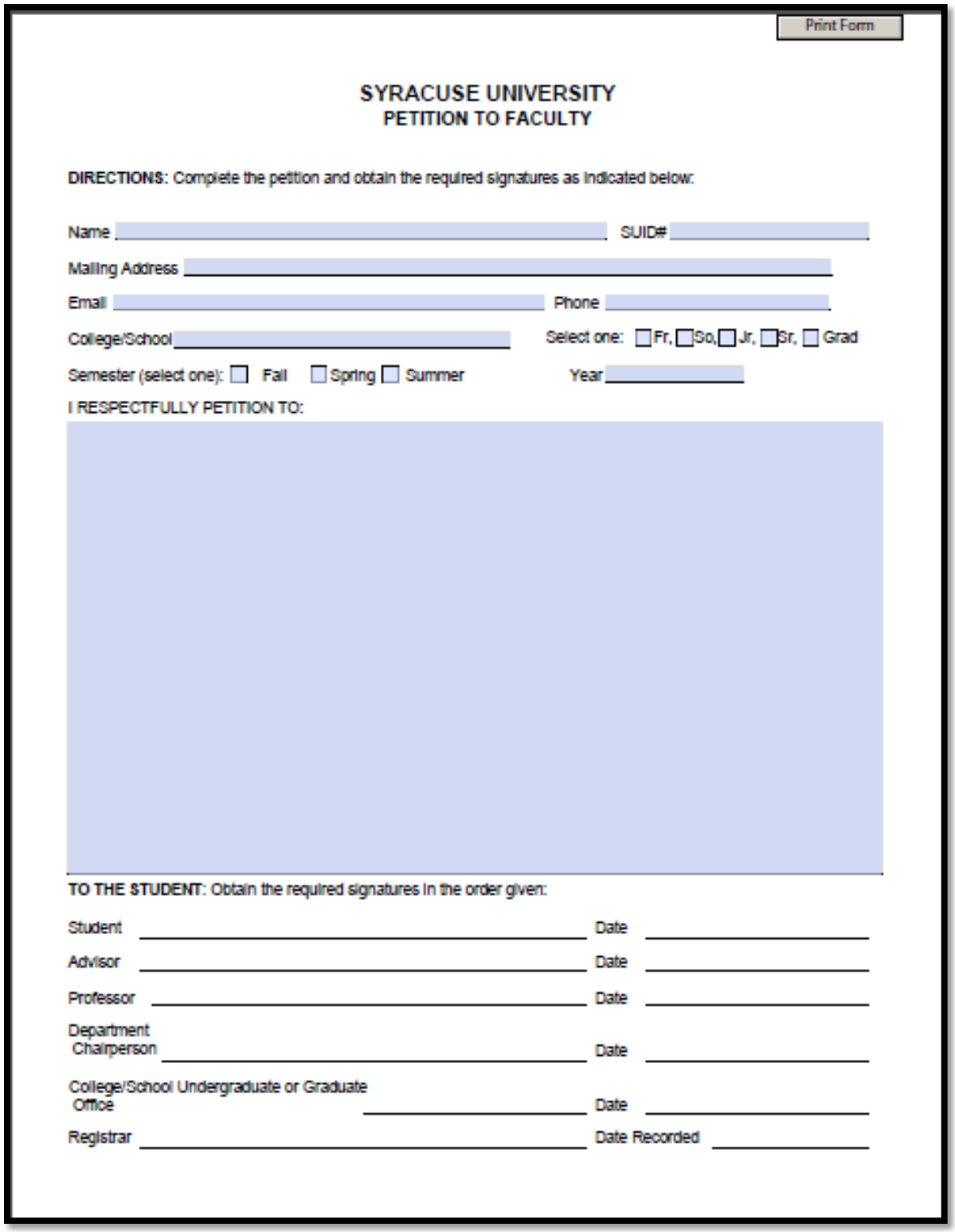
I have reviewed AND support the program of study as provided above:

Advisor signature: _____ **Date:** _____

Academic Unit Chair signature: _____ **Date:** _____

Assistant Dean for Academic and Student Services signature: _____ **Date:** _____

CAS/MS Appendix B. Petition to the Faculty
Download from: http://soe.syr.edu/current/student_services/forms.aspx



Print Form

SYRACUSE UNIVERSITY
PETITION TO FACULTY

DIRECTIONS: Complete the petition and obtain the required signatures as indicated below:

Name _____ SUID# _____

Mailing Address _____

Email _____ Phone _____

College/School _____ Select one: ☐ Fr, ☐ So, ☐ Jr, ☐ Sr, ☐ Grad

Semester (select one): ☐ Fall ☐ Spring ☐ Summer Year _____

I RESPECTFULLY PETITION TO:

TO THE STUDENT: Obtain the required signatures in the order given:

Student _____ Date _____

Advisor _____ Date _____

Professor _____ Date _____

Department Chairperson _____ Date _____

College/School Undergraduate or Graduate Office _____ Date _____

Registrar _____ Date Recorded _____

CAS/MS Appendix C. Portfolio Cover Page & Checklist (CAS, IDD&E, AND MSIT)

** CAS Designing Digital Instruction ** Portfolio Cover Page & Checklist

Date: _____

Student Name:_____ **Advisor:**_____

1. Portfolio Cover Page & Checklist	Yes_____	No_____
2. Course Summary (titles, descriptions, grades)	Yes_____	No_____
3. Resume/Vita	Yes_____	No_____
4. An autobiographic personal statement (post-graduate plans, career goals, personal characteristics that make you unique, etc.)	Yes_____	No_____

5. Practices & Preparation: Four to five examples of work focused on digital and/or online instructional or learning products.

Each example **must** be accompanied by a short written project summary (1 page) that includes the following information (check "√" for "Yes"):

Components *Examples*	#1	#2	#3	#4	# 5
i. Project / product title					
ii. Context of the project work					
iii. Author/list of contributors					
iv. Description of which phase(s) of IDD&E this product represents					
v. A short reflection and self-assessment of the product					

6. Self-Evaluation		
a. Self-evaluation of ID Competencies	Yes_____	No_____
b. Self-evaluation of Instructor Competencies	Yes_____	No_____
c. Self-evaluation of Online Learner Competencies	Yes_____	No_____
d. A 1-page overall self-evaluation	Yes_____	No_____
7. Practical Application – related to digital instruction		
a. Scenario including context description	Yes_____	No_____
b. Performance issues clearly defined (related to instructional solution)	Yes_____	No_____
c. Propose instructional and other performance solutions clearly defined	Yes_____	No_____
d. Application of IDDE principles in practice	Yes_____	No_____
e. Reflections on your professional identity and importance of your new competencies	Yes_____	No_____

Appendix C. Portfolio Cover Page & Checklist (continued)

** MS - IDD&E ** Portfolio Cover Page & Checklist

Date: _____

Student Name:_____ **Advisor:**_____

1. Portfolio Cover Page & Checklist	Yes_____	No_____
2. Course Summary (titles, descriptions, grades)	Yes_____	No_____
3. Resume/Vita	Yes_____	No_____
4. An autobiographic personal statement (post-graduate plans, career goals, personal characteristics that make you unique, etc.)	Yes_____	No_____

5. Practices & Preparation: Four to five examples of work

Each example **must** be accompanied by a short written project summary (1 page) that includes the following information (check "√" for "Yes"):

Components *Examples*	#1	#2	#3	#4	# 5
vi. Project / product title					
vii. Context of the project work					
viii. Author/list of contributors					
ix. Description of which phase(s) of IDD&E this product represents					
x. A short reflection and self-assessment of the product					

6. Self-Evaluation		
e. Self-evaluation of list of Competencies	Yes_____	No_____
f. A 1-page overall self-evaluation	Yes_____	No_____
7. Practical Application		
f. Scenario including context description	Yes_____	No_____
g. Performance issues clearly defined (related to instructional solution)	Yes_____	No_____
h. Propose instructional and other performance solutions clearly defined	Yes_____	No_____
i. Application of IDDE principles in practice	Yes_____	No_____
j. Reflections on your professional identity and importance of your new competencies	Yes_____	No_____

See noted text in the **three sample scenarios** provided in the next few pages of the handbook (underlined with numbered subscripts associated with the points below) as well as the Portfolio Requirements Checklist, Section 7 – Practical Application, Section 7 of your portfolio. This section of your portfolio represents a synthesis and application of your thoughts, experiences, learning, development, and reflections from participating in the IDD&E programs. It should represent a synthesis of your knowledge, skills, and attitudes toward practice in ***your*** context of work. This section will be rigorously reviewed based on the following:

Scenario

1. Indicates a position title related to IDD&E/CAS (instructional designer, program evaluator, e-learning specialist, curriculum specialist, ed tech specialist, etc.); indicates key responsibilities as related to instructional design field (e.g., instructional design, instructional development, learning /instructional facilitation, program evaluation, learning assessment, e-learning / web design for instruction and learning, teachers, ed tech specialist, etc.)
2. Describes working context (k12, higher ed, business and industry, consulting, non-profit, etc.) and its need for employees with IDD&E competencies.
3. Describes a current work responsibilities or tasks as they relate to IDD&E/CAS context - - gaps in knowledge, skills, or attitudes; identification of issues discovered that are ***not*** related to knowledge, skills, or attitudes; identification of gaps can be resolved through applications of instructional design, development and / or evaluation competencies

Performance issues clearly defined; Propose instructional and other performance solutions; Application of IDD&E principles in practice

4. Describes a specific problem being addressed that may be resolved from an instructional design, development, and / or evaluation intervention or approach -- designed and implemented to close a knowledge, skill, or attitude gap; includes a brief description of the approach taken –based in instructional design, development, and / or evaluation foundations; provides evidence in the description of a credible application of the instructional sciences --training and instruction is ***NOT*** a credible application for a problem based in poor working conditions or incentive problems, for example.

Reflections on your professional identity and importance of your new competencies

5. Four to five instructional designer, instructor, training manager, or evaluator competencies are described (and cited from ibstpi or other credible references such as AECT, ISTE, ASTD, ISPI, or AEA) in terms of how well the student feels they have developed these competencies and why they are the most important competencies to be applied to this case scenario.
6. Specific descriptions of how these competencies can help to resolve the problem(s) presented in the scenario. There should be a clearly stated relationship between the problems / tasks and these competencies.
7. Reflections on strengths and weaknesses in terms of the student's competencies and required work tasks and the contributions that the student feels s/he will be able to make to the field, either in their work place or beyond to the larger community of practitioners.

CAS/MS Appendix E. CAS and MS Example Portfolio Practical Application Scenarios

These are examples. They are NOT to be duplicated, rather are to be used to reflect on how you will describe your own circumstances and how your journey through the MS IDD&E or CAS program has informed your thinking and practices as IDD&E graduates. Your scenario will be evaluated based on the criteria listed in this handbook. Three example scenarios are outlined below…

EXAMPLE SCENARIO 1:

Organization: I am employed in a consulting firm[2] that provides a full range of instructional design, development, and program evaluation services[2]. Key areas of consulting include needs analysis services[2], design and development of instructional materials especially focused on e-learning and online learning environments[2], off-the-shelf e-training materials product comparison[2], and program evaluation[2] services. Primary customers include higher education institutions and small industry organizations[2]. Some school systems have engaged our firm in investigating the development of online materials to support students with low performance in core classes (e.g., science, math, reading) and preparation for college entrance exams. We have also designed, developed and presented professional development seminars on e-learning and online instruction[2] for teachers and instructional design specialist in a variety of organizations, using our own blended learning facilities.

Current project: Our lead consultant is currently working with a local community college to design and plan the implementation of a program evaluation system[3] for the college's new online course system that was implement in the last academic year. The online program director at the college is being solicited by the college's president and board to report on progress, successes, and challenges of this new system[3] and provide recommendations on how to use funding to best support[4] its continuation. My role is as the lead instructional designer. I am to develop a well-articulated, reasonably comprehensive but not too detailed plan that can be used to describe program evaluation services[4] we provide, articulating the model we use[4] to help colleges evaluate new online course systems (summative evaluation) and enhance them (formative evaluation) based on data collected. The presentation[4] must demonstrate how evaluative data can be used to identify (1) professional development needs[4] for stakeholders (e.g., professors, students, administrators, etc.) and (2) the barriers (non-instructional)[4] to successful implementation of this online / e-learning system. I also must describe how we use evaluative data to design instructional interventions[4], including the instructional systems development approach we take to resolve learning / knowledge gaps, and the type of learning activities we advocate in our instructional seminars and courses.

Application of IDDE knowledge and skills to this problem: The problem[4] I am facing here is…. Overall my approach to developing a solution will include…

The most important competencies[5] that I have developed and will apply to this problem include the following …. The first competency is important because it allows me to address[5] XYZ and engage in ABC tasks… The second competency…

Knowledge gains from concentration: Learning about AAA in my concentration area has helped[6] in my thinking to resolve this problem by…

Personal reflection on my professional identity: As a graduate of this program, and as evidenced by the scenario of my work, I feel that[7]…. Regarding my competencies… regarding my area/context of work… my strengths and areas for ongoing professional development[7].. my potential contributions[7] to the instructional science community…

EXAMPLE SCENARIO 2:

Organization: I am employed as a technology specialist[1] at a small rural school district[2]. The district includes[2] one secondary school (Grade 9 to 12), and three primary schools (grades K to 8). Each school[2] has one computer lab and numerous computer clusters in the library. Each classroom[2] is equipped with 4 student computers and a teacher computer station with a projector. About half of the rooms include an ELMO unit and one third have SMARTBoards. All math teachers[2] in the secondary school have access to graphing calculator sets (1 for each student). All science teachers[2] (all schools) have access to a variety of probes and computer software packages to support the science curriculum. Students[2] attend 2 computer skills classes each week beginning in grade 1. Skills courses are aligned with the ISTE standards, primarily focused on software uses. All teachers are provided technology skills training[2] at least 2 times per year and through extended summer professional development sessions[2]. Most of the seminars are focused on how to operate technology[2] or software, little is presented on how to integrate resources[4] into classroom teaching and student learning. About one third of the teachers use the technology in their rooms 1 and 2 times per week[3]. The others use technology less with the exception of the secondary math teachers who use the graphing calculators extensively for regents exam preparation. Most use the computers for presentations and their own record keeping. The student population has a fairly high level of technical skills[2] in regards to using word and PowerPoint. Most students begin to use the internet for searching and writing activities in 4th grade. Uses of other software (e.g., spread sheets, concept mapping, etc.) and technologies (e.g., probes, etc.) is rare[3]. A large part of the student body is, on average, low performing in academic courses[4]. My role is primarily to maintain our technology[3] (e.g., inventory, install, trouble shoot, recommend equipment/software updates); support teachers[3] in the computer labs as requested; provide professional development sessions[3] for teachers (e.g., either teaching session myself, identifying qualified vendors, etc.); support all technology uses[3].

Current project: An important goal for the school this year is to identify and develop technology-enhanced ways to help students who are performing poorly in science, math, and reading classes[4]. Given that providing extra support by the teacher during class time is a burden, the school administrators and a team of technology savvy teachers and parents have decided that developing technology-based study and tutoring spaces for students in need of extra help is a priority[4]. The concept is that this intervention will include identifying and providing technology tutorial software [4] and self-study/testing packages, sets of accompanying subject matter resources at each station[4] (e.g., science station, math station, reading/writing station, etc.); tutors/monitors to help students engage effectively[4] with technology during self-study, develop study skills, and help to assess their progress[4]; and teacher will have access to the system to monitor their students' progress. The students in need of tutoring will be scheduled during their study periods and after school, as appropriate, to use these stations, thus this is not to replace classroom activities. The team has asked me to take the lead on crafting a plan[3] to provide this support system for the high school students. Their expectations are that I define the subject matter areas of greatest need, identify or create instructional materials to support students subject matter gaps, design the computer station and identify required resources, determine the number of stations required, and draft an implementation plan[1].

Application of IDDE knowledge and skills to this problem: The problem[4] I am facing here is…. Overall my approach to developing a solution will include…

The most important competencies[5] that I have developed and will apply to this problem include the following …. The first competency is important because it allows me to address[5] XYZ and engage in ABC tasks… The second competency…

Knowledge gains from concentration: Learning about AAA in my concentration area has helped[6] in my thinking to resolve this problem by…

Personal reflection on my professional identity: As a graduate of this program, and as evidenced by the scenario of my work, I feel that[7]…. Regarding my competencies… regarding my area/context of work… my strengths and areas for ongoing professional development[7].. my potential contributions[7] to the instructional science community…

EXAMPLE SCENARIO 3:

Organization: I am employed as a human performance training developer[1] in the service organization[2] for a large consumer products[2] company. Our department responds to customer questions and complaints about our products. My role is in human resources and I am responsible for the productivity[1] of our customer service representative.

Current project: The major issue I am tasked with resolving is to increase the productivity[1] of our customer service reps. The biggest issue is that customer service reps are not satisfactorily responding to customer calls[3]. We have identified that the issue is not related to[3] telecommunications equipment, policies or guidelines in responding to customer inquiries, tracking of customer service calls and their resolution, incentive and dis-incentive systems, or hiring issues. Rather it has been determined that with a rather large turn-over rate in customer service reps and emergence of new product every few week, that the customer service reps are lacking the knowledge[3] of how to respond to customers, how to resolve questions and problems related to new products, and how to communicate with irate customers. Thus, my role is to design training[1] to be used during orientation of new customer service rep, on-the-job reference materials to support reps just-in-time while taking customer calls, and a program evaluation[1] system to track success of the training.

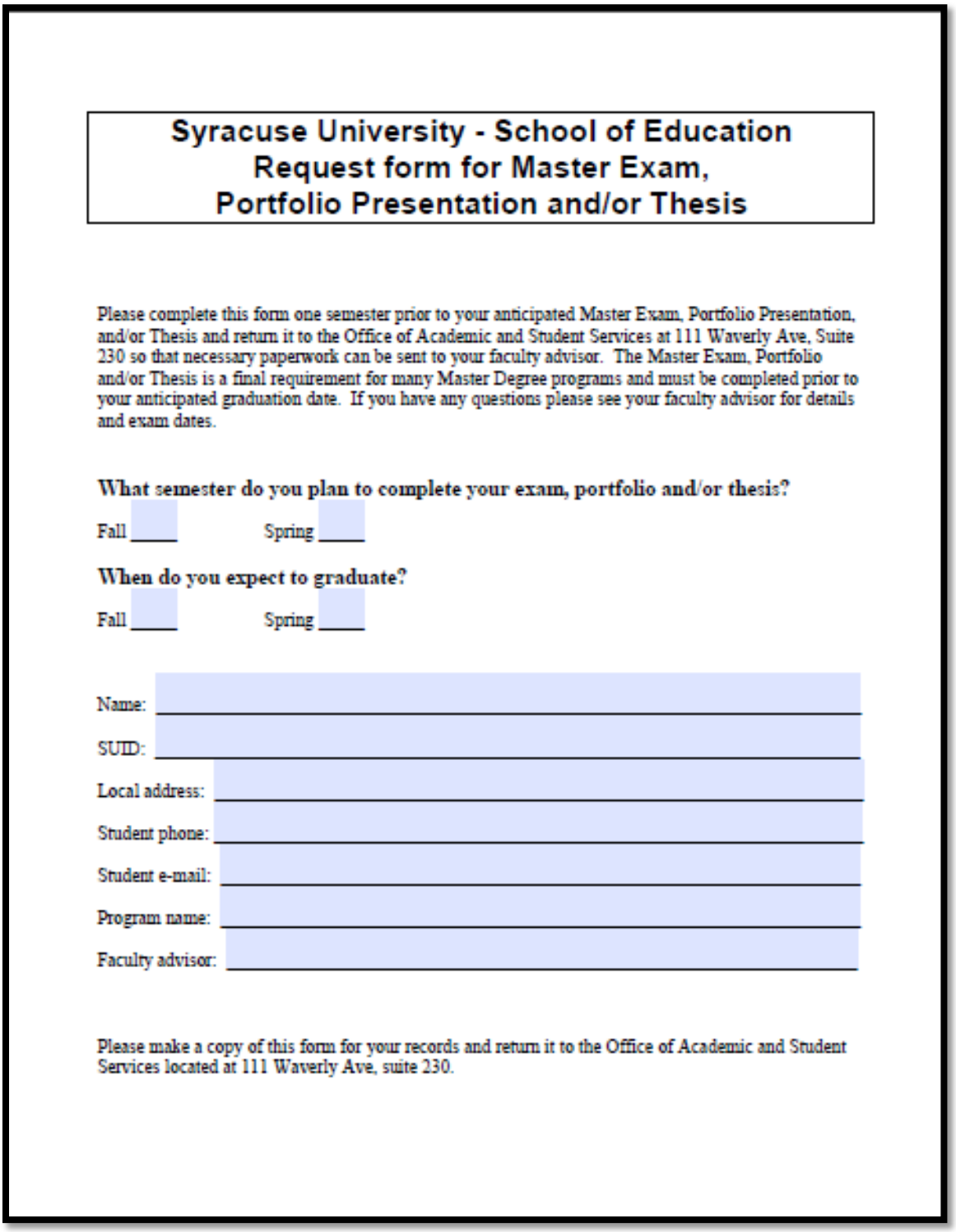
Application of IDDE knowledge and skills to this problem: The problem[4] I am facing here is…. Overall my approach to developing a solution will include…

The most important competencies[5] that I have developed and will apply to this problem include the following …. The first competency is important because it allows me to address[5] XYZ and engage in ABC tasks… The second competency…

Knowledge gains from concentration: Learning about AAA in my concentration area has helped[6] in my thinking to resolve this problem by…

Personal reflection on my professional identity: As a graduate of this program, and as evidenced by the scenario of my work, I feel that[7]…. Regarding my competencies… regarding my area/context of work… my strengths and areas for ongoing professional development[7].. my potential contributions[7] to the instructional science community…

CAS/MS Appendix F. Request for CAS or MS Exam or Portfolio Presentation
Download from: http://soe.syr.edu/current/student_services/forms.aspx



Syracuse University - School of Education
Request form for Master Exam,
Portfolio Presentation and/or Thesis

Please complete this form one semester prior to your anticipated Master Exam, Portfolio Presentation, and/or Thesis and return it to the Office of Academic and Student Services at 111 Waverly Ave, Suite 230 so that necessary paperwork can be sent to your faculty advisor. The Master Exam, Portfolio and/or Thesis is a final requirement for many Master Degree programs and must be completed prior to your anticipated graduation date. If you have any questions please see your faculty advisor for details and exam dates.

What semester do you plan to complete your exam, portfolio and/or thesis?

Fall ____ Spring ____

When do you expect to graduate?

Fall ____ Spring ____

Name: _____

SUID: _____

Local address: _____

Student phone: _____

Student e-mail: _____

Program name: _____

Faculty advisor: _____

Please make a copy of this form for your records and return it to the Office of Academic and Student Services located at 111 Waverly Ave, suite 230.

CAS/MS Appendix G. References for Instr Designer Comps

IDD&E Core Course Competencies: Instructional Designer Competencies

The Instructional Designer Competencies and Performance Standards are those identified and validated by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) from the text:

Koszalka, T., Russ-Eft. D., & Reiser, R. (2013). *Instructional Designer Competencies: The Standards (fourth edition)*. Charlotte, NC: Informational Age Publishing.

Students will purchase the Instructional Designer Competences books and will be provided with a table of the competencies and performance statements in IDE 631 Instructional Design and Development I. During IDE 631 students will review the competencies and use the provided template to identify a baseline level of competence in the standards. Throughout the entire MS program students should continue to evaluate their progress in developing these competencies. At the completion of course work students will complete a final self-evaluation, using the table from IDE 631, and include it in their portfolio with an overall narrative summary of their progress in mastering the competencies of an instructional designer.

DOCTORAL PROGRAM APPENDICES

Key PHD Forms:

- **Informal Doctoral Program Plan**
- **Petition to the Faculty (Same as CAS/MS version)**
- **Formal Doctoral Program Plan**
- **Application to Submit Portfolio**
- **Research Apprenticeship Project (RAP) Registration Form**
- **Application to Take Qualifying Exam**
- **Application For Dissertation Proposal Cover Sheet**
- **Intent to Defend Doctoral Dissertation**
- **Request for Dissertation Examination**

PHD APPENDIX A – RD1 Attachment 3.0

Form: Informal Doctoral Program Plan

RD num	Form	Attach	Appendix	Timing
RD1	Informal Program of Study	3.0	Appendix A	First semester

Go to: Overview of the Doctoral Process Checklist

Syracuse University - School of Education

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

Syracuse University - School of Education

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 may 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.

PHD APPENDIX B – RD2 Attachment 3.1

Form: Petition to the Faculty

RD num	Form	Attach	Appendix	Timing
RD2	Petition To The Faculty (amend formal plan)	3.1	Appendix B	As needed

Go to: Overview of the Doctoral Process Checklist

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

SYRACUSE UNIVERSITY
PETITION TO FACULTY

DIRECTIONS: Complete the petition and obtain the required signatures as indicated below.

Name _____ SUID# _____

Mailing Address _____

Email _____ Phone _____

College/School _____ Select one: ☐ Fr. ☐ So. ☐ Jr. ☐ Sr. ☐ Grad

Semester (select one): ☐ Fall ☐ Spring ☐ Summer Year _____

I RESPECTFULLY PETITION TO:

TO THE STUDENT: Obtain the required signatures in the order given:

Student _____ Date _____

Advisor _____ Date _____

Professor _____ Date _____

Department Chairperson _____ Date _____

College/School Undergraduate or Graduate Office _____ Date _____

Registrar _____ Date Recorded _____

PHD APPENDIX C – RD4 Attachment 3.2

Form: Formal Doctoral Program Plan

RD num	Form	Attach	Appendix	Timing
RD4	Formal Doctoral Program Plan	3.2	Appendix C	Sign-off at portfolio

Go to: Overview of the Doctoral Process Checklist

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

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.

Program Name: _____

Name: _____ SUID# _____
(Please provide any other names that may appear on transcripts)

Current Mailing Address: _____

_____

Telephone _____ Email _____

PREVIOUS GRADUATE WORK:

University or College attended	Degree Earned	Date

Please note that Sections 1, 2, 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.

Prefix and #	Course Title per transcript	University *(other than SU)*	Grade	Hours	Semester/Year

Formal Doctoral Plan Continued

B. Syracuse University courses

Prefix and #	Course Title per transcript	Grade	Hours	Semester/Year

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.

Prefix and #	Course Title per transcript	University *(other than SU)*	Grade	Hours	Semester/Year

B. Syracuse University courses

Prefix and #	Course Title per transcript	Grade	Hours	Semester/Year

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.

Prefix and #	Course Title per transcript	University *(other than SU)*	Grade	Hours	Semester/Year

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.

Prefix and #	Course Title per transcript	Grade	Hours	Semester/Year

Formal Doctoral Plan Continued

SECTION 5 Total: Core and Other Graduate Credits ***(both transfer and SU courses listed above)*****:** _____

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)

PHD APPENDIX D – RD3 Attachment 3.3

Form: Application to Submit Portfolio

RD num	Form	Attach	Appendix	Timing
RD3	Application to submit portfolio	3.3	Appendix D	45 to 66 credits

Go to: Overview of the Doctoral Process Checklist

INSTRUCTIONAL DESIGN, DEVELOPMENT AND EVALUATION

APPLICATION TO TAKE PRELIMINARY EXAM

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

_____

(Advisor's Signature)

PHD APPENDIX E – RD5 Attachment 3.4a and b (SOE form 3.3)

Form: Research Apprenticeship Project (RAP) Registration Form

RD num	Form	Attach	Appendix	Timing
RD5a	Research Apprenticeship Project Registration Form (SOE for 3.3)	3.4a	Appendix E	Complete prior to dissertation
RD5b	Advisor's Approval form	3.4b	Appendix E	Complete prior to dissertation

Go to: Overview of the Doctoral Process Checklist

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

Syracuse University- School of Education

Research Apprenticeship Registration Form

Name _____ SUID _____

Program Area _____ Program Advisor _____

Apprenticeship Advisor _____ Beginning Date _____

Brief description of apprenticeship _____

_____

_____

_____

_____

Anticipated completion date _____

Description of student's role in apprenticeship _____

_____

_____

Description of apprenticeship advisor's role _____

_____

_____

Possible topics for article based on apprenticeship experience _____

_____

_____

If article is submitted for publication, authorship will be listed as follows: _____

_____

APPROVED BY:

Apprenticeship advisor's signature _____ Date _____

Program advisor's signature _____ Date _____

Student's signature _____ Date _____

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

Syracuse University - School of Education
Research Apprenticeship Advisor's Approval Form

Name _____ **SU ID #** _____

Please Check one of the following boxes below:

☐ An IRB was required for my Research Apprenticeship. Therefore an approval letter is attached to this document

☐ An IRB 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.

	Primarily Advisor		About Even		Primarily Student
Initial articulation of project	☐	☐	☐	☐	☐
Identification of key constructs, concepts, issues.	☐	☐	☐	☐	☐
Operationalization of research questions	☐	☐	☐	☐	☐
Planning strategies for data collection	☐	☐	☐	☐	☐
Implementation of data collection	☐	☐	☐	☐	☐
Planning of analysis procedure	☐	☐	☐	☐	☐
Conducting analysis	☐	☐	☐	☐	☐
Interpretation of findings	☐	☐	☐	☐	☐

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.

PHD APPENDIX F – RD6 Attachment 3.5

Form: Application to Take Qualifying Exam

RD num	Form	Attach	Appendix	Timing
RD6	Application to take Qualifying Exam	3.5	Appendix F	After 69 credits

Go to: Overview of the Doctoral Process Checklist

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

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** _____

PHD APPENDIX G – RD7 Attachment 3.6

Form: Application For Dissertation Proposal Cover Sheet

RD num	Form	Attach	Appendix	Timing
RD7	Dissertation Proposal Cover Sheet	3.6	Appendix G	After passing quals

Go to: Overview of the Doctoral Process Checklist

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

Syracuse University - School of Education

Dissertation Proposal Sample

TITLE OF DISSERTATION PROPOSAL

By

Author's Name

B.A. ABC College, 2000

M.S. EFG University, 2002

Submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy (PhD) in (Area of Study) in the Graduate School of Syracuse University.

OR

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education (EdD) in (Area of Study) in the School of Education of Syracuse University.

DATE _____
(Month and Year)

Dissertation Committee:

_____

Name, Chairperson (typed name and signature)

_____ _____

Name, Committee Member (typed name and signature)

_____ _____

Name, Committee Member (signature above and typed name below)

Final submission of your dissertation:

One complete copy submitted on a CD of the approved version of your dissertation, along with its abstract, signed by your advisor, must be submitted to Graduate Enrollment Management Center, 303 Bowne Hall, prior to the final day of the graduation period. The abstract must not exceed 350 words. Consult with the Office of Academic and Student Services of the Graduate Enrollment Management Center for semester deadlines. **See PhD Orange Book for details.**

PHD APPENDIX H – RD8 Attachment 3.7

Form: Intent to Defend Doctoral Dissertation

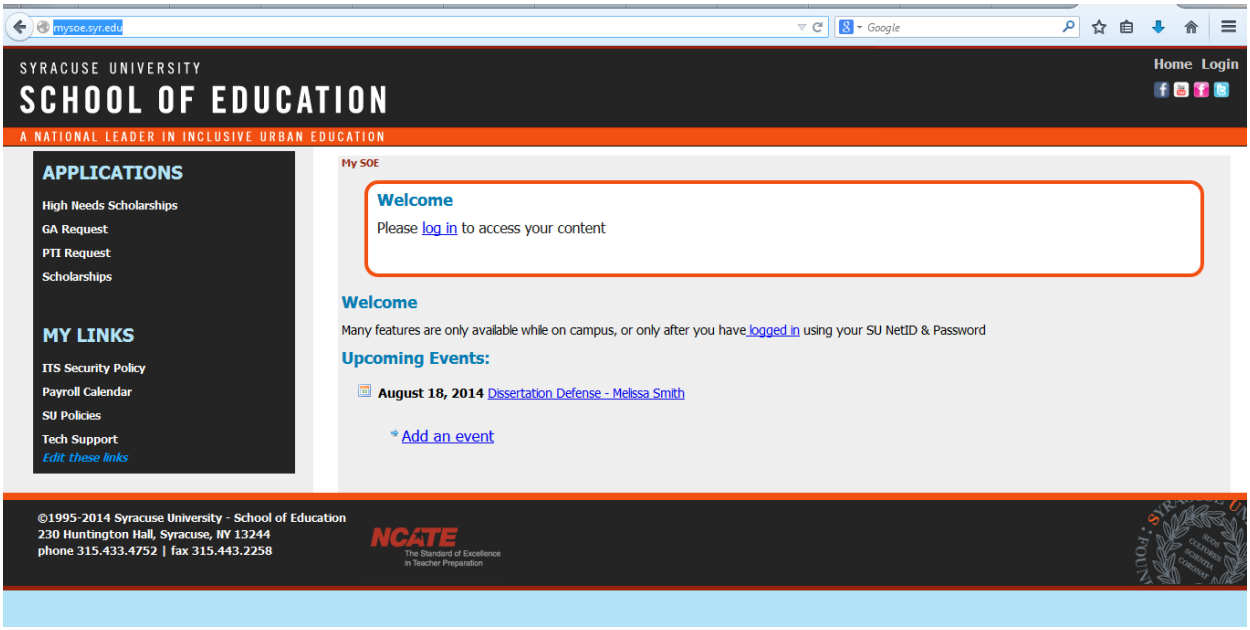
RD num	Form	Attach	Appendix	Timing
RD8	Intent to Defend Doctoral Dissertation Notice	3.7	Appendix H	semester before defense

Go to: Overview of the Doctoral Process Checklist

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.



PHD APPENDIX I – RD9 Attachment 3.8

Form: Request for Dissertation Examination

RD num	Form	Attach	Appendix	Timing
RD9	Request For Dissertation Examination	3.8	Appendix I	4 weeks prior to defense

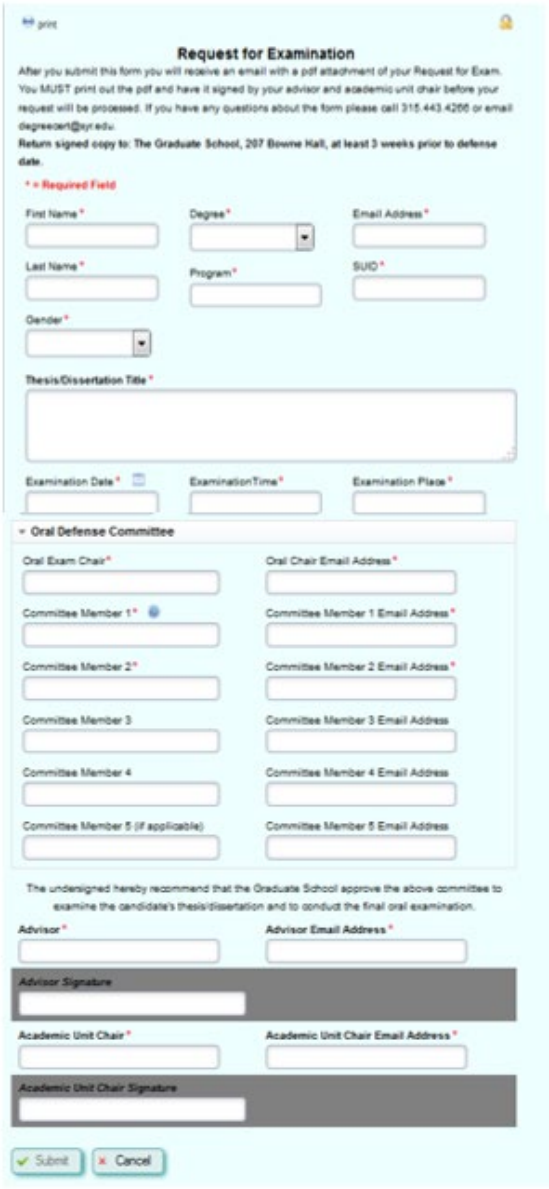
Go to: Overview of the Doctoral Process Checklist

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!