

## *The Path To Success in Your Doctoral Program*



### *Welcome to the Doctoral Program in Instructional Technology at The University of Georgia!*

We are glad you have joined our learning community! The journey you have embarked upon will certainly be challenging, but it has the potential to be one of the most rewarding experiences of your academic career. We look forward to working with you as you reach for your goal of the Ph.D. degree and beyond into your professional career!

The information provided in this handbook is for your guidance and reference. Although guidelines and policy change regularly, every attempt has been made to reflect the most accurate information at the time of press. Please note that university and college policies for doctoral studies prevail over departmental policies in any cases of conflict. Perhaps the most important thing is to **consult with your faculty advisor** before making any significant decisions to assure that your choices are in agreement with current procedures or requirements at the departmental, college and/or university level.

You will find a lot of information related to the Doctoral Program on the IT Web site: <http://it.coe.uga.edu> You will also find the information on the Graduate School Web site very important: <http://www.gradsch.uga.edu> The following URL has all of the Graduate School Forms for various events in your program such as the Application for Graduation: [http://www.gradsch.uga.edu/For\\_Students/Enrolled\\_Students/Enrolled\\_Students\\_Forms.html](http://www.gradsch.uga.edu/For_Students/Enrolled_Students/Enrolled_Students_Forms.html)

Note: The Graduate School has several forms online and most are PDF documents. You may fill these forms out on your computer and then print them – **but they cannot be submitted electronically!**

## **A. *Assignment of Faculty Advisor***

1. Upon admission to the doctoral program, you will be assigned to a faculty advisor. We have made every effort to identify a faculty member to serve as your advisor with whom you can pursue your studies and focus your research based upon mutual interests and expertise. Your assigned advisor was selected based on your request as well as the individual faculty member's ability to help support and advise a new doctoral student. However, **anytime** after the first semester (or, preferably, the first year review), you may decide to seek a different advisor based upon changes in your interests or simply to find someone with whom you may feel more compatible. Your faculty advisor may also request that you seek another advisor based upon a change in research directions or other issues. We hope that our initial assignments will provide good matches, but it is unrealistic to think that there won't be the need to modify them. There is **no stigma** attached to advisor changes because we view them as part of the natural development of your interests and directions.
2. In many cases, your faculty advisor will be your major professor who will chair your doctoral advisory committee. Your committee normally consists of 3 faculty from within the department and 1 faculty member from other departments. The advisory committee oversees your program of study, comprehensive exams, prospectus, and dissertation. You should select your advisory committee in consultation with your faculty advisor, ideally by the end of your first year, or by the beginning of the second year.



## ***B. Initial Advisement for Course Work***

1. Following assignment of a faculty advisor, please contact your advisor so that you can begin to plan your course work. **Appendix A** is an Advisement Guide that you and your advisor will use in the planning process. Ideally, this initial advisement meeting will take place in person, but if you are a long distance from Athens, you can begin the advisement process via email. The role of your faculty advisor during the advisement process is to assure that your course work choices meet your needs and interests as well as making sure that they are consistent with the requirements to successfully complete the Ph.D. degree in a timely manner. Most fulltime students complete a Ph.D. in four years, although a few students have done it in only three. Other students have taken longer to complete their doctorates, especially if they have or take on fulltime employment during their studies.
2. Each student admitted to our doctoral program is unique in terms of educational background, interests, and other important factors. Please consult with your faculty advisor to identify any background courses that should be included in your program of study based upon your previous academic work and experience **Appendix B** provides additional information about the type of background in Instructional Technology that you will be expected to have or develop.



### C. Research Development

1. As a Ph.D. student, one of your primary responsibilities is to develop a high level of research expertise. Serious engagement in research is the primary activity that distinguishes doctoral study from other types of degree programs. To support your growth as a researcher as well as to help you join the scholarly community within the Department of Instructional Technology, you will participate in at least three academic hours of research related activities during each of the first four semesters of your doctoral program (excluding summer semesters). The chart below illustrates the courses and activities in which you will be engaged.

Semester	Courses	Activities
Fall, Year 1	EDIT 7560 – IT Internship (1 credit hour) EDIT 8990 – IT Seminar (1 credit hour) EDIT 9600 – IT Research (1 credit hour)	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT research literature
Spring, Year 1	EDIT 7560 – IT Internship (1 credit hour) EDIT 8990 – IT Seminar (1 credit hour) EDIT 9600 – IT Research (1 credit hour)	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT research literature
Fall, Year 2	EDIT 7560 – IT Internship (1 credit hour) EDIT 8990 – IT Seminar (1 credit hour) EDIT 9600 – IT Research (1 credit hour)	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT research literature
Spring, Year 2	EDIT 7560 – IT Internship (1 credit hour) EDIT 8990 – IT Seminar (1 credit hour) EDIT 9600 – IT Research (1 credit hour)	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT research literature



2. Each of these courses has specific roles and responsibilities associated with it as follows:
  - EDIT 7560: For this IT Internship hour, you will contribute to an on-going research project in collaboration with your faculty advisor. The specifics of this collaboration will be worked out between you and your advisor each semester. Your faculty advisor will be responsible for providing an assessment of your contribution to the research project(s) and will award a grade of either S=Satisfactory or U=Unsatisfactory at the end of each semester. (Please note that these internship hours are separate from any external internships that you may undertake during your doctoral program. You are encouraged to do one or more external internships while you are in the program. External internships are usually undertaken during the summer, but they may be done during other semesters as well.)
  - EDIT 8990: For this seminar hour, you will be an active contributor to the weekly (or bi-weekly depending on scheduling) doctoral seminar by completing readings, participating in discussions, and fulfilling specific assignments. This seminar will be facilitated by members of the Doctoral Management Committee with one of those faculty members designated as responsible for awarding grades of either S=Satisfactory or U=Unsatisfactory at the end of each semester.
  - EDIT 9600: For this research hour, you will do independent readings to immerse yourself in the IT research literature. You will maintain an online annotated bibliography of your readings that will be reviewed at the end of each semester by your faculty advisor. Your faculty advisor will be responsible for providing an assessment of your independent readings and will award a grade of either S=Satisfactory or U=Unsatisfactory at the end of each semester.
3. As a Ph.D. student, you are preparing for a lifetime of scholarship. During your doctoral studies, you should take advantage of the many opportunities you will have to display your scholarship through professional activities such as presenting papers at conference and publishing articles. We have established minimum expectations for your scholarly productivity. Details are described in **Appendix C**. We also encourage you to be active in one or more professional associations and to engage in an appropriate level of scholarly activity within the association. **Appendix D** provides more details about your development as a researcher.

## ***D. First Year Review***

1. The first year review is an opportunity for you to receive personalized, and collective counsel from all the Instructional Technology faculty members. Although that may sound intimidating at first, this type of scholarly review is a core component of the scholarly community we are continuously building in this program. **Appendix E** provides additional details about the components and procedure for the First Year Review.
2. As an Instructional Technology student, you are encouraged to begin building your First Year Review dossier as soon as possible. This should be a web-based dossier. Examples will be shown early in the Fall Semester as part of the EDIT 8990 Doctoral Seminar. You and your faculty advisor should regularly consult on the development of your professional dossier. Your web-based dossier will also enable you to share drafts of your prospectus and dissertation chapters with your advisor and other members of your committee as needed. This is will assist on multiple levels because eventually your dissertation itself will be filed electronically, as described in **Appendix F** and at this web site: [http://www.gradsch.uga.edu/For\\_Students/Enrolled\\_Students/thesis\\_dissertation.html](http://www.gradsch.uga.edu/For_Students/Enrolled_Students/thesis_dissertation.html)



## ***E. Advisory Committee Selected***

1. By the end of your first year, or during the first semester of year two, you will submit an application to the Graduate School for approval of your advisory committee. **Exhibit 1** shows the form you will complete and send to the Graduate School with the required signatures.
2. Your advisory committee will normally consist of your faculty advisor (also referred to as your major professor or the Chair of your committee), and three additional members. Your major professor and at least two other members must be members of the Graduate Faculty. Three members must be from within Instructional Technology, and one member must be from outside. External faculty members are often chosen from your cognate area (e.g., Adult Education or Educational Psychology) or they may be selected because of special expertise as a methodologist or content expert.



## ***F. Final Doctoral Program of Study***

1. Your Final Program of Study should be submitted to the Graduate School by the end of your fourth semester of study. At the latest, it must be submitted prior to application for Admission to Candidacy. **Exhibit 2** is a Program of Study form. The Program of Study should be discussed with your advisor and approved by the whole committee before being typed and then approved at the Instructional Technology and Graduate School levels. The Program of Study must meet the core course requirements (as described earlier), however, prior course work and other experiences may be substituted if appropriate. All members of the advisory committee must sign the Program of Study form.
2. Instructional Technology has specific research skill requirements that must be met as part of the Program of Study (see **Appendices A, B, and D** for more details).

3. After approval of the Final Program of Study, all program changes must be approved by the advisory committee, Instructional Technology, and the Graduate School. **Exhibit 3** is a copy of the form used to report a change in your program of study to the Graduate School.
4. Changes in the advisory committee membership can be initiated by the student at any time through the Faculty Advisor and Graduate Coordinator. Please keep in mind that although you may wish to complete major doctoral events (such as defending your dissertation) during the summer, some faculty members may not be here during that time, and therefore you may have to change the membership of your committee to do this.

### ***G. Doctoral Coursework Completed***

1. You will most likely complete the course work specified in your program of study during the first two or three years of the doctoral program. However, there is a great deal of variance in the rates at which people complete doctoral degrees, ranging between three and five years for the most part.
2. In addition to formal course work, internships, independent study and course audits should be used to gain needed knowledge and skills. We want you to complete the program according to the pace most appropriate to your professional development, and we do not expect everyone to be the same in this regard. Doctoral study is a unique privilege and we hope you enjoy the journey as much as the accomplishment. We are all here to help you.



## ***H. Comprehensive Written Exams Completed***

1. All doctoral students must pass formal written and oral exams before admission to candidacy. The advisory committee administers these exams. **Appendix G** illustrates a typical format for these exams.
2. You and your faculty advisor should schedule your comprehensive exams when the majority of the course work for the degree is complete. You must be registered during the semester you take your exams.
3. Written comprehensive exams usually take four to eight weeks to complete. The exams are graded according to procedures agreed upon by your advisory committee.

## ***I. Oral Comprehensive Examination***

1. Your oral comprehensive exam is scheduled after your advisory committee has assessed your written exams and determined that they are ready to be defended. The oral exam covers the topics from the written examination and any other topics from your field of study.
2. You must be registered during the semester in which the oral comprehensive exam is taken.
3. Your faculty advisor must notify the Graduate School of the time and place of the oral examination **at least 2 weeks** prior to the selected date. The oral exam is open to **all** members of the university community (faculty and students).
4. Each member of the advisory committee casts a vote of pass or fail on **both** the written and oral portion of the exam. At least 3 positive votes are required to pass the written and oral exams.
5. The results of the comprehensive exam are reported to the Graduate School **within 2 weeks** following the oral exam.



## ***J. Dissertation Prospectus Approved***

1. Your dissertation prospectus is a formal proposal to conduct your doctoral research project. Undoubtedly, you will prepare several drafts of your prospectus and revise it based upon feedback from your faculty advisor, other faculty, and other students.
2. Once your advisor has signed off on your prospectus, you will submit it to the rest of your committee members. They will have three weeks to review it before an oral defense of the prospectus is held. The dissertation prospectus defense can only occur upon successful completion of the oral comprehensive exam.
3. Approval of the prospectus requires agreement of at least 3 of the 4 advisory committee members.
4. For research involving human participants, approval from the Institutional Review Board is required prior to collecting any data. **Exhibit 4** is a copy of the form that must be submitted for the Institutional Review. See <http://www.ovpr.uga.edu/hso> for more information.

## ***K. Admission to Candidacy***

1. Before Admission to Candidacy is filed, your final Program of Study must be approved, your written and oral comprehensive exams must have been passed, your research prospectus must be accepted, and the research course requirements must be completed. **Exhibit 5** is a copy of the form you and your faculty advisor will submit to the Graduate School to apply for Admission to Candidacy.
2. **You must be admitted to candidacy at least two semesters before the date of your graduation.** You must submit the form for graduation at least two semesters before you graduate (see **Exhibit 6**). You must register for 3 semester hours of research credit and register for EDIT 9300 during your last semester in the program.



## **L. Final Oral Defense of Dissertation**

1. As with the prospectus, you will prepare several drafts of your dissertation report for review by your faculty advisor. After your major professor approves the dissertation, you will provide copies to the remaining advisory committee members for review.
2. **The committee members must have the complete dissertation at least 3 weeks before the scheduled date of defense.**
3. The Graduate School must be notified of the time and place of the dissertation defense **at least 2 weeks** before the scheduled date.
4. You must register for at least 3 semester hours of graduate credit during the term you have your final oral defense.
5. At least three of the four advisory committee members must approve the dissertation and the oral defense. All five members must participate in the oral defense meeting. Your faculty advisor must report the results of the defense to the Graduate School by the major professor at least one week prior to graduation. **Exhibit 7** is a copy of the Approval Form for the Dissertation and Defense.
6. The oral defense is open to **all** members of the university community, faculty and students.



## **M. Preparation of Dissertation**

1. After the advisory committee approves the dissertation it must be submitted to the Graduate School. See the Graduate School website at <http://www.gradsch.uga.edu/> for deadlines and other important dates for each semester.
2. **All dissertations must be submitted in digital form.** **Appendix F** provides more information about this process.

## ***N. Graduation***

1. All requirements for the degree, except the dissertation and final oral examination, must be completed within a period of six years. This time requirement begins with the first registration for graduate courses on the Program of Study.
2. An application for graduation must be filed with the Graduate School no later than Friday of the first full week of classes **two semesters prior to the anticipated graduation date**. ***Exhibit 6*** is a copy of the form used to apply for graduation.



## ***N. Next Steps!***

After graduation, your day-to-day relationship with us will have ended. But it is only the beginning of a long – and we hope fulfilling – journey as a scholar and teachers in the area of Instructional Technology. No matter where your journey may take you, we will be here to help you as you continue growing as a professional in the field. Please be sure to keep in touch and to let us know how we can assist in your career.

***Wishing you all the best, much success and happiness!!***

## ***Appendix B***

### ***Instructional Technology Background***

Individuals entering the program have diverse interests and backgrounds and will be preparing for placement in several different settings. Many students will have completed a master's degree in either instructional technology or a related area (e.g., instructional design and development, school media, materials production, information science, computer science, graphic design, library science) before entering the program. Those not having such a background will need to complete course work to establish such a background. This enables graduates of the IT Ph.D. program to function in a variety of different roles and settings. Examples include positions in higher education, K--12 education, business, industry, and government. The roles in these settings might be as instructor, researcher, training consultant, manager, designer, developer, or coordinator.

#### **Specific Requirements**

1. A minimum of 82 hours beyond the baccalaureate degree must be completed (most candidates will take substantially more).

The core and electives set of Instructional Technology courses required of all doctoral candidates assume significant prior study in the IT area at the master's level. If you have not completed a master's degree in instructional technology, you will need to complete the following courses in addition to the requirements of the Ph.D. (see the Advisement Guide in ***Appendix A***):

- EDIT 6100: Introduction to Instructional Technology
- EDIT 6170: Instructional Design
- EDIT 6190: Design and Development Tools

In addition, the candidate is expected to take substantial coursework outside Instructional Technology in research methods and a cognate area.

2. A minimum of 30 graduate semester hours (excluding dissertation) must be taken at The University of Georgia. Most candidates will take substantially more coursework.

3. All doctoral Programs of Study must include the following core courses:

- EDIT 8990: Doctoral Seminar (1 hour for 4 semesters (fall/spring))
- EDIT7460: Internship in Instructional Technology (1 hour, 4 semesters)
- EDIT 9600: Educational Research in IT (1 hour, 4 semesters)
- EDIT 9000: Doctoral Research
- EDIT 9300: Doctoral Dissertation
- EDIT 9990: Doctoral Topical Seminar (6 semester hours)

4. The research skills requirements are:

- ERSH 7400: Qualitative Research in Education
- ERSH 8310: Applied Analysis of Variance Methods in Education (prerequisite – ERSH 6300 or equivalent)

Either of the following two courses:

- ERSH 8410: Qualitative Data Collection in Education **or**
- ERSH 8320: Applied Correlation and Regression Methods in Education

- One more research methods course is also required – and will be determined by the student and the advisory committee. This additional course will usually be related to the area of concentration (i.e., qualitative or quantitative).

Note: STAT 6210 and STAT 6220 may be substituted for ERSH 8310 and ERSH 8320.

5. A minimum of at least 9 graduate semester hours must be taken in a cognate area outside of Instructional Technology. The cognate area chosen will depend on the student's professional goals. Selection of courses within the cognate area is guided by a representative from the area who serves on the advisory committee. Cognate areas such as the following are among the possibilities:

- Business administration/management
- Educational psychology
- Higher education
- Adult education
- Psychology

## ***Appendix C*** ***Scholarly Productivity***

Evidence of contribution to the field is an expectation of every professional in the academy. Scholarly publications and presentations are two activities that can help you meet this expectation and also assist you in your continued professional growth. This is important regardless of whether you intend to pursue a career in academe or not. Hence, each doctoral student in the Instructional Technology department must complete a publication and presentation requirement prior to graduation. This requirement must be met by the publication of an article in a refereed journal in the instructional technology field (e.g., *ETR&D*, *Journal of the Learning Sciences*, *Performance Improvement Quarterly*, *School Media Research*) or a related field (e.g., *Journal of Computing in Higher Education*, *Journal of Teacher Education*, *Adult Education Quarterly*) **and** by giving a presentation at a recognized professional conference (e.g., AECT, AERA, EERA, ED-MEDIA). Co-authored papers and presentations are acceptable, however, the student must be the first author.

For articles, the requirement will be met when one of the following occurs:

1. the manuscript has been accepted for publication or
2. the student submits feedback received from reviewers, along with a revised manuscript to the IT review committee.

For conference presentations, the proposal must contain at least preliminary data from a study to be eligible for meeting the requirement. Papers may be presented at a concurrent session, a round table or poster session at a conference to be eligible. The conference proposal must be accepted and the presentation and/or paper for the conference prepared in order to meet the requirement. In both cases, the student must submit the acceptance letter and final manuscript/presentation to his/her doctoral committee members prior to the final dissertation defense meeting, although in most cases this requirement will be met earlier in the program. The requirement will be complete when the committee signs off on the **Publication Requirement** form.

The student is responsible for obtaining approval of the journal and conference from her/his Major Advisor. Students are expected to get approval prior to submission of the manuscript or conference proposal.

In cases where the time lag between submission of the manuscript to a journal or conference and notification of the outcome would unreasonably delay a student's progress, an ad hoc committee of three (3) IT faculty may review the manuscript and/or conference proposal. Review guidelines will be established by the committee and provided to the student in advance. A majority vote by this committee to accept the manuscript and/or proposal will permit the student to proceed with the dissertation defense.

## ***Appendix D***

### ***Your Development as a Researcher in the IT Ph.D. Program***

This is a working document produced by the  
Doctoral Program Management Committee.

The IT program's research experience does not start and end with isolated courses and sequences, but is viewed as more systemically linked with both formal and informal opportunities and experiences and more pervasively manifested in what faculty and students say, do, and think. We embrace a development approach to honing research perspectives and tools. At UGA, one of the faculty's primary goals is to prepare individuals able to not only meet today's needs for awareness about current research and theory, but to nurture research leaders with the determination, perspective and capability to lead the IT field of tomorrow. In short, our graduates must be both well-informed consumers of the research and theory that guides today's field, and capable of and committed to shaping the knowledge base of tomorrow's field.

How do we support doctoral students in meeting these goals? By providing a variety of opportunities to do research and related activities throughout the program. Becoming a researcher involves more than simply collecting formal knowledge and skills through courses. It involves developing analytical perspectives, understanding the synergy between research and theory, knowing how to identify important problems and the methods to study them, and the like. It involves a fundamental shift in personal and professional attitudes and goals from being principally a consumer of others' theory and research to being an interpreter, analyzer, *and* producer of original scholarship. These skills need careful attention during formal coursework, but they require more. Research skills, like other skills, require time to develop, lots of opportunities to both observe and participate, and a culture in which the influence of research is pervasive. In this document, we have attempted to identify milestones in the developmental progression of research competence, and to highlight how all members of our research community can contribute in varied ways to this and other program goals.

The information that follows is intended to clarify some ways we hope to enhance the research components of the IT program. Hopefully, this information will stimulate further discussion about our overall program goals, the role of research (student and faculty) within the program, and ways we might strengthen our research emphasis.

## **I. Clarify and Elevate Expectations**

- We want to foster sustained scholarship for all doctoral students for their development as researchers. Research is not what a student does after courses are completed!
- Students will have opportunities to collaborate with faculty and other students in research beginning their first semester and throughout the program.
- Students are expected to publish work prior to end of degree program.
- Students are expected to publish the results of their dissertation research.
- Students are expected to participate/present at national conferences.
- Our graduates will be responsible for sustaining/contributing to the IT knowledge base throughout their professional careers.

## **II. Sequence of Formal Coursework—Seminar and Others**

### **Year 1: Orientation to IT research; begin to refine interests**

- Enrolled as novice researchers in EDIT 7560, EDIT 8990, EDIT 9600 for both first year semesters; research methods courses (quantitative and qualitative; data analysis/statistics course(s), etc.
- Learning about research (what is it, how is it conceptualized, basic vs. applied research problems, ways of studying, ethics in research, etc.)
- Learning about researchers (primary researchers/theorists who influence the IT field, who are they, where do they come from, how did their interests evolve, etc)
- Understanding the role of theory (philosophy of science, ethics in research, disciplined inquiry, what is theory, how does theory interplay with research, how theory-rooted perspectives are developed, how theory influences research and visa versa, how hypotheses are formed, when hypotheses are appropriate, etc)
- Understanding the contexts of research (where are research problems seen in everyday practice of IT, how much of our practice is driven by lore vs. theory, how much tacit theory is evident in our field, etc.)
- Understanding research methods (how research frameworks evolve, how problems are defined, what methods do research problems suggest, what data can/should be generated to address the problem(s) posed)

### **Year 2: Refine interests, conduct initial research**

- Enrolled as more “seasoned” researchers and resources for first-year students in EDIT 7560, EDIT 8990, EDIT 9600 for both first year semesters; additional research courses as needed including advanced methods/analysis course, etc.
- Observing and participating in research studies (what does research look like, how do the pieces come together in practice)

- Connecting research with individual interests (how do research interests crystallize, how do they evolve, what area(s) are of particular interest, etc.)
- Collaborating in research (what are the individual's strengths and weaknesses as a researcher, how can collaboration complement or augment the strengths of an individual researcher, how are research processes and activities coordinated, how are roles and responsibilities (and rewards) determined, etc.)

**Years 3, 4 +: Conduct further research; complete dissertation**

- Enroll in additional selected methods/analysis courses; dissertation hours
- Conceptualizing and conducting independent research (problem definition and framing, research methods, materials development, field testing, pilot studies, validating procedures and instruments, implementing, analyzing, reporting, etc.)
- Generating products of research (journal articles, dissertations, conference papers, monographs, etc.)
- Becoming a lifelong researcher (contributing to/shaping the future of the IT field, mentoring, establishing networks, academic research context, action research context, etc.)

**III. Programmatic steps**

- Increase emphasis on research/scholarly aspects across courses
- Elevate the expectations for course papers by identifying scholarly/professional periodicals as target journals for the papers and submitting them, individually or collaboratively, for publication
- Plan an annual presentation of research (as well as goals and accomplishments) by IT faculty and students, with considerable program faculty attention and interest
- Set program goals toward garnering recognition/awards for scholarship
- Encourage dissertations produced or re-formatted in journal-ready form
- Dissertation completed when successfully defended/edited AND journal version submitted for publication
- Faculty editorship of at least one leading journal in the field
- Faculty/student leadership positions in national organizations
- Establish web-based resource for research info, guidance, approaches

#### **IV. Increase sustained mentoring/apprenticeships**

- Student and faculty engagement in study groups
- Involve students in the ongoing research of program faculty and other students beginning first semester of year one
- Side-by-side involvement with faculty and other grad students in conceptualizing, designing, developing, implementing, analyzing, writing, presenting, and publishing
- Shift role of 3rd year students to that of peer research mentor (with faculty member) for 1st and 2nd year students

#### **V. Optimize the value of informal experiences**

- Brown bags
- Outside speakers
- Social events
- Coffee room discussions
- Research study groups among faculty and students

#### **VI. Milestones and Impact**

- Critical analysis paper by end of Year 1 (2nd semester)
- Identify research advisor by end of Year 1 (2nd semester)
- First cut on proposed dissertation by end of Year 2
- Publish (or have in press) scholarship related to research interests
- Attend and present research at a minimum of 1 national conference
- Submit ongoing research and dissertation for publication

***Appendix E***  
***Components and Procedures for***  
***the Doctoral First Year Review***  
***Instructional Technology @ UGA***  
Updated August 2001

**Purpose**

The Doctoral First Year Review is a major event for doctoral students in the Department of Instructional Technology (IT) at the University of Georgia (UGA). The first year review is an opportunity for doctoral students to receive personalized, collective counsel from the IT faculty. This review is primarily formative in the sense that it is intended to help students enhance their learning experience and guide their progress in the doctoral program. It is also intended to provide an opportunity for students to give feedback about the doctoral program so that it can be improved for them as well as for future generations of students. There is also a summative aspect to the review in the sense that students are given a recommendation regarding their continuation in the program.

**Review Dossier**

To enable the doctoral first year review process, doctoral students present an initial record of progress (i.e., the First Year Review Dossier) to the Instructional Technology (IT) faculty for their assessment. The student, in consultation with her or his faculty advisor, determines the specific content of the materials submitted for first year review. First year review dossiers should be web-based for easy sharing and review. Students are encouraged to limit the content of the review to: 1) data and documents that clearly indicate student growth since matriculating at UGA, and 2) plans for professional development.

**Components of the Review Dossier**

The first year review is a compilation of web-based documents, and other information about the student that represents their potential to complete the doctoral program in instructional technology. The first year review will normally occur during the first spring semester after matriculation. The layout and design of the web-based dossier is totally up to the individual student, but the primary components should include:

- **Professional Development Statement**
- **Career Goals Description**
- **Curriculum Vitae**
- **Samples of Work**
- **Doctoral Research Ideas**
- **Draft Program of Study**
- **Program Assessment**
- **Self-assessment**

## **Professional Development Statement**

A professional development statement is part of the Doctoral First Year Review dossier. The statement should include activities performed since the student began the doctoral program as well as activities in progress, and those planned to be undertaken by the student. Activities prior to entering the program cannot be included in the professional development statement, but should be included as part of the student's curriculum vitae. The Professional Development Statement should reflect the current goals and objectives of the student vis a vis the IT doctoral program at the University of Georgia. An update of the content from the Goals Statement used for the Ph.D. program application is acceptable. Possible ideas for the Professional Development Statement are indicated in the section of this document titled: *Sample Professional Development Activities*. [1,500 – 2,000 words]

## **Career Goals Description**

The student's career goals can be described in general. In addition, the student should identify three sample published positions of the type the student intends to seek, such as from The Chronicle of Higher Education, or from other electronic databases of positions available.

## **Curriculum Vitae**

The student's Curriculum Vitae should include information for the following categories:

- Contact Information
- Education History
- Employment Record
- Publications
- Presentations
- Service
- Awards and Recognition

## **Samples of Work**

Samples of Work should include, but are not limited to:

- Course papers (with instructor comments if available)
- Proposals of independent research, collaborative efforts with peers and/or faculty
- Samples of papers, and projects you authored; or pending proposals
- Web sites or other materials relevant to professional development

### **Doctoral Research Ideas**

The statement of Doctoral Research Ideas should indicate the student's early thinking about a research problem worthy of investigating. The preliminary research ideas should identify a domain of knowledge, and a statement that explains the importance of the possible research. A list of preliminary research questions should be included in this section. Any data collection methods mentioned in this section should correspond to the nature of the research questions under consideration. [2-3 pages adhering to APA guidelines]

### **Draft Program of Study**

The Draft Program of Study should be in the form of a timetable that indicates *Required* courses and *Cognate Area* courses. The Draft Program of Study should at least identify:

- Courses that the student has already completed
- Courses in which the student is currently enrolled
- Courses planned for the next academic year
- The term in which each course was or is to be completed
- The term being considered for the Comprehensive Examination

### **Program Assessment**

The program assessment component provides an opportunity to express the ways in which the Instructional Technology Department has met his or her expectations. The program assessment also provides an opportunity for the student to recommend ways the IT Department can facilitate the learning experiences as well as the general professional and social environment in the department. [500 – 2000 words]

### **Self Assessment**

The Self-assessment should be the student's reflection of how he or she is performing in the initial stage of the doctoral program. The self-assessment should be considered as a first person narrative about how the expectations of the student compare to the expectations of the faculty. There should be a rationale of how anticipated electives and cognate courses match academic desires and requirements. The Self-assessment should indicate the name of the student's major advisor. [Approximately 500 words]

## Procedure

### **1. Submit First Year Review Dossier**

First year review dossiers are submitted to the entire IT faculty electronically via a Web site. Each IT faculty member will review each student's dossier and inform the student's advisor of his or her assessment. The IT faculty will meet as a group beforehand to decide on an overall recommendation prior to the Review Meeting with the student. Initially, the IT faculty members make individual recommendations about the student's progress to date, and then the overall recommendation to the student results from faculty consensus. The IT faculty will make one of three recommendations based on first-year student performance:

a. Recommend student continue doctoral program.

The IT faculty will provide a summary of activities for how the student can continue to strengthen her or his preparation for their respective career quest.

b. Recommend student conditionally continue doctoral program.

The IT faculty will suggest specific aspects that should be improved. The student may need to submit additional data based on the advice of the faculty. Specific conditions will be established uniquely for the student indicating how and when the conditions for continuing in the doctoral program are satisfied.

c. Recommend student not continue doctoral program.

The IT faculty will suggest alternatives to continuing the doctoral program in the Instructional Technology department.

### **2. Attend Annual First Year Review Meeting**

The advisor will inform the student of the IT faculty recommendation prior to the scheduled first year review meeting. Doctoral students will meet individually with the entire IT faculty to review their recommendation. The IT faculty will conduct first year reviews once each spring semester. The date(s) for the first year review meetings will be announced during the fall semester. All first year doctoral students are expected to attend a first year review meeting. Questions regarding the Doctoral First Year Review process should be directed to the student's advisor or to the Department's Graduate Coordinator, Dr. Janette Hill.

## ***Sample Professional Development Activities***

The doctoral student experience is marked by intense attention to course work, research, projects, and active participation in academic life. Professional development is a period of socialization into the values and norms of academe, and provides an opportunity to acquire and share knowledge and applications. There should be a common core of intellectual and professional preparation regardless of the student's career path. Students should identify all activities they feel meet the spirit of doctoral preparation, and to confer with other students and faculty about possible relevant activities. The activities listed below are intended to serve only as a guide.

### **General Participation**

- serve as a research participant
- attend professional colloquia and seminars
- attend state, regional, and national professional meetings
- attend relevant professional presentations on campus
- host visitors to campus
- present a departmental seminar or workshop
- participate in a professional seminar
- observe colleagues in another program
- participate in a study group or professional network
- initiate and lead a seminar with faculty participation
- serve as a member of a professional organization
- serve as an officer within a professional organization

### **Research**

- conduct collaborative research with student colleagues
- conduct collaborative research with a faculty colleagues
- work as a research assistant
- critique a colleague's research article draft
- develop a grant proposal
- produce a working paper for discussion
- author or co-author a research article or practical article
- author or co-author a newsletter article or book review
- author or co-author an article on some professional issue
- present a paper at a state or regional professional conference
- present at a national or international professional conference

### **Service**

- edit a professional newsletter or graduate level newsletter
- serve in a graduate student organization
- serve on a departmental or school committee
- serve on a college or university committee
- serve in a professional elected or appointed office
- organize a professional conference
- serve as chair or discussant at a professional meeting
- serve as a journal field reviewer
- organize an invited speaker session
- organize a departmental new-student orientation
- organize study groups, seminars, forums, and lectures

### **Teaching**

- work as a teaching assistant
- teach a course
- guest lecture in a course
- tutor student colleagues
- develop course instructional materials
- develop instructional evaluation materials
- supervise an examination
- prepare instructional aids
- serve as a mentor for students new to the program
- serve as a training instructor or facilitator

### **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 instructional products and applications
- develop a worldwide web resource
- participate as a planner or instructional designer
- participate as an evaluator on a project
- serve as a formative evaluation or field-test participant
- serve as an intern

## ***Appendix G***

### ***Comprehensive Exam Formats***

There are several different approaches to writing your comprehensive exams. Both the time format (e.g., 4 hours proctored exam versus 4 or 8 week take-home exam) and the topics covered will vary from student to student depending on factors such as preferred assessment style to professional development needs. The actual time format and topics for your exams will be defined in close consultation with your faculty advisor and your doctoral committee.

One possible time format is described in the Memo presented on the next two pages. This format requires you to respond to questions in four different areas within a span of time ranging between four and eight weeks. This format also includes guidelines for the length of exams (e.g., 15 pages per question).

For students more comfortable with traditional assessment methods, another possible time format would require you to sit for written exams in a proctored testing mode. In this case, you would also take exams related to four different areas, but these would be given as written exams lasting four to five hours each. The exams could be scheduled in a variety of ways, e.g., four consecutive days or one exam per week over a four week period.

The actual topics or question areas for your exams can vary as well. One possible topical format used in the Memo presented on the next two pages is:

1. Foundations
2. Theory
3. Practice
4. Methodology

Another set of topics would be as follows:

1. IT Foundation Knowledge Base (selected from a predefined body of knowledge defined by the IT Faculty as a whole)
2. Specialization IT Knowledge Base (selected from a predefined body of knowledge defined by a subset of IT Faculty)
3. Research Knowledge Base (defined by faculty advisor and student)
4. Dissertation Knowledge Base (defined by student, in consultation with committee, representing the specific knowledge base for the student's dissertation)

The above should not be taken as the only ways comprehensive exams can be completed. You, you advisor and your committee members may create different time formats and topical coverage.

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# INSTRUCTIONAL TECHNOLOGY MEMORANDUM

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**DATE:** December 3, 2003  
**TO:** IT Doctoral Student name here  
**FROM:** IT Prof(s) name here  
**RE:** Doctoral Comprehensive Examination  
**CC:** Doctoral Committee Members names here

Attached are the four questions comprising your doctoral qualifying examination. Your committee has attempted to craft questions that both reflect your scholarly interests, as expressed in face-to-face meetings and electronic exchanges with you, and require a high enough level of scholarship to ensure that the exam will be a useful and challenging learning experience. Additionally, these questions are intended to help you prepare to write your dissertation prospectus.

Although we do not wish to stifle your creativity or over-direct your responses, the following guidelines are provided so that the examination does not become too onerous or unnecessarily complex:

- Each question area (foundations, theory, practice, and methodology) should be addressed in a separate coherent, narrative response, but you may refer the reader of one response to a relevant section of another response. The order of the responses is entirely up to you.
- The overall exam should be no longer than 60 double-spaced pages in length, although you should not feel compelled to write 60 pages exactly. Some number between 50 and 60 pages is normal. In terms of the individual responses, they can average around 10-15 pages in length, but this can vary. For example, one response might be 20 pages and another 10.
- Prepare one integrated bibliography of the references for the entire examination using APA style. References pages do not count in the overall maximum of 60 pages of your responses.
- The entire examination should be paginated as one continuous document using a binding system that permits easy page turning and reading, e.g., three-ring or spiral binding. The use of headers and other layout strategies to guide the reader is appropriate. Figures and tables are encouraged wherever they help you in communicating your responses.
- Feel free to use any learning resources that you deem appropriate, including print materials, Internet resources, and even interviews with experts. Any

human resources you contact concerning the exam should be acknowledged in a "Notes" section. Although you can request clarification concerning the nature of the questions or the procedures for the examination, you should not share drafts of your written responses with me, other members of your committee, or anyone else. In short, the written product should be yours and yours alone. Prior to the submission of the examination, no one else should critique either draft or final written responses with respect to the substance of the examination. You may request another person to proofread your document for grammar and English editing, but not for content.

According to the schedule we discussed, you will receive this examination on Monday, December 3, 2001, and you will provide each member of your committee with a copy of your responses on Monday, February 4, 2002. After a two-week reading period, we'll poll the other members of the committee for a pass/fail vote on the written part of the examination. If the written examination is deemed satisfactory, an oral examination will be scheduled at the end of the month of February or beginning of the month of March 2002. In the event that one or more committee members requires that you modify or extend your written examination, you will be given detailed guidance about how to proceed, and the oral exam will be postponed until all committee members are satisfied with the written portion of the examination.

During the oral exam, the committee members will ask you questions about your responses, requesting that you elaborate or clarify them as necessary. Questions may also extend into areas related to your research ideas and the development of your dissertation prospectus. At the end of this oral examination period, you will be asked to leave the room while the committee members vote on the oral portion of the exam. If further examination, additional coursework, or other actions are required, we will discuss this with you after the pass/fail vote is made. Individual committee members may choose to return your exams to you with written feedback, primarily in order to help you with the next stages of your research, but this is not required.

As your co-chairs, please consider us as the first point of reference with respect to any questions concerning the procedures and schedule for this examination. Inevitably examinations create some anxiety, but as much as possible, you should try to view this examination process as a series of professional tasks that will help to certify your admission into the ranks of doctoral candidates and prepare you for your dissertation research. We all wish you every success.