

*Approved by Policy Council September 28, 2005*

## **IST @ IUB**

From: Elizabeth Boling  
Chair, IST

To: Graduate Programs Committee  
School of Education, IUB

Re: Doctoral Program in IST redesign

Date: May 3, 2005

The faculty members of the Instructional Systems Technology Department have been working for the past 18 months on redesigning our doctoral program. We anticipate incorporating the revisions described in this document beginning in the fall semester of 2005.

### **Impetus for change**

The IST doctoral program is well respected among programs of its kind and attracts highly qualified applicants from around the world. Our students obtain faculty positions in well regarded programs and research positions in the private sector upon graduation, win awards for their dissertation work and make lasting contributions to knowledge in this field.

At the same time, we have become increasingly aware that we want to improve our program, both to minimize or eliminate some of the pitfalls we know about in the current design and to strive for even better results overall. In particular, we are seeking to:

- Immerse doctoral students earlier and more completely in a culture of research than happens for many of them now
- Emphasize apprenticeship, self-direction and authentic performance throughout students' learning experience rather than having them emphasized primarily at the advanced coursework or dissertation levels
- Differentiate the masters and doctoral learning experiences clearly
- Prepare students as well as possible for the increasingly competitive academic and private research markets

### **Summary of current program (see course requirements detail attached)**

- Doctoral courses required in the major:
  - R690 *Early Inquiry Experience*
  - R695 *Doctoral Seminar (inquiry linkage)*
  - R795 *Doctoral Proposal Preparation*
- Qualifying exam:
  - Three papers in three weeks
    - Two departmental questions
    - One program committee question
- Doctoral portfolio
  - Documentation of research, teaching and development project
  - Conference presentation and submission of publication required

Summary of changes (see course requirements detail attached)

- Doctoral courses required in the major:
  - Doctoral core
    - R711 *Readings in IST* (first semester)
    - R690 *Early Inquiry Experience* (first semester)
    - R695 *Doctoral Seminar* (required four consecutive semesters, beginning the second semester of coursework)
  - R795 *Doctoral Proposal Preparation*
- Dossier Development: each student develops a dossier of research, teaching and professional identity (service) materials together with personal statement of plans for progress, which is reviewed three times during the program:

	Conducted by ...	Type of review ...	Timeline ...
Review #1	program committee	Developmental review - pass or probation	Before 2 <sup>nd</sup> doctoral seminar
Review #2	departmental committee: incorporates oral defense	Summative review - pass or fail <b>THIS IS THE QUALIFYING EXAM</b>	Before 4 <sup>th</sup> doctoral seminar
Review #3	research committee: forms the research committee	Confirming review - no pass until prospectus is accepted	After completing R795

- Apprenticeship: each student joins two or three ongoing research groups early in the program, choosing one to focus one by the second year and advancing within the group to develop an individual research agenda by the time of dissertation.
- Research community: doctoral seminar is managed by rotating faculty members who coordinate departmental colloquia (including regular presentations by research groups) and tutorials, and connect students' work in the research groups to purposeful advancement through the program. Advanced students take increasing responsibility for mentoring and professional service.

## Description of changes

*Coursework* ... doctoral students will continue to bring in from the masters, or make up early in their programs, the basic instructional design core classes (4 courses, 12 credits). In addition, they will begin an 18-credit doctoral core at the time of matriculation. Students will be encouraged to take an additional 3-6 credits of inquiry outside IST.

The doctoral core consists of R690, R711, and four consecutive R695s. Students must complete both R711 and R690 before they take R695. (see attached course requirements). A typical pattern of coursework for a post-master's Ph.D. student will be:

Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
Y520 R690 R711	Y502 Minor 1 R695	Y611 Minor 2 R695	Y527 Minor 3 R695	Y604 Minor 4 R695	R795 (no pass without viable proposal)	R799 R799 R799	R799

*Qualifying exam & dossier* ... each doctoral student will begin developing a dossier from the first semester in the program. This dossier will be structured along the lines of a promotion and tenure document, although it will be used specifically as a vehicle for planning development and for assessment of progress. The dossier will be reviewed three times during a students' program (see attached draft requirements for dossier reviews).

- 1<sup>st</sup> review - conducted after R711, R690 and one semester of R695: developmental review conducted by the students' advisory committee
- 2<sup>nd</sup> review - conducted before fourth R695 seminar: public review with oral defense of dossier conducted by departmental committee of three IST faculty with minor representative; "up or out" review
- 3<sup>rd</sup> review - conducted after completion of R795 *Proposal Preparation* by student's research committee. This is the point at which the research committee is formed.

*Department culture* ... the revised doctoral program is built around faculty-led research groups. These groups in turn center on the research agendas of the faculty, some individual and some in collaboration with colleagues. While these groups have existed for several years, in the revised program they will form the center of attention and activity for doctoral students. Beginning with the second semester of doctoral core, students will join two or three research groups as observing members. As their programs progress, they will be expected to center their participation in one research group and assume increasing levels of responsibility for conducting research within the group and mentoring junior members of the group. In most cases their dissertation work will be developed as an independent strand of their own within the context of their primary research group.

## COURSE REQUIREMENTS

### Current program

- IST major coursework (42 hours)
  - IST Core Courses and Colloquia (12 hours)
  - IST Inquiry Linkage and Early Research Experience (6 hours)
  - IST Major (24 hours)
- Non-IST (27 hours)
  - Inquiry (9 hours)
  - Education Foundations (6 hours)
  - Minor (12 hours)
- IST or Non-IST (6 hours)
  - Electives (6 hours)
- IST (15 hours)
  - Dissertation Proposal Preparation (3 hours)
  - Dissertation (12 hours)

**Total: 90 hours**

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### Revised program

- IST major coursework (42 hours)
  - IST Core Courses or equivalent (12 hours)
  - IST Doctoral Core (18 hours)***
    - R771 - Readings in Instructional Technology (3 hours)*
    - R690 - Early Research Experience(3 hours)*
    - R695 - IST Seminar (12 hours)*
  - IST Major (12 hours)
- Non-IST (27 hours)
  - Inquiry (9 hours)
  - Education Foundations (6 hours)
  - Minor (12 hours)
- IST or Non-IST (6 hours)
  - Electives (6 hours)
- IST (15 hours)
  - Dissertation Proposal Preparation (3 hours)
  - Dissertation (12 hours)

**Total: 90 hours**

## DRAFT REQUIREMENTS FOR DOSSIER REVIEWS

### Review 1

- GPA 3.5 or better
- Level 1 IST knowledge in 3 IST areas
  - Personal Statement:
    - Lists 3 areas of interest in IST
    - Provides justification for each of three areas
    - Goals regarding two IST areas for focus in Review #2
    - Includes plan for matrix of 9 key deliverables matched against 2 interest areas
  - An extensive lit review in each of the three areas (from R711)
- Level 1 research skills
  - Critique of research (from R690)
  - Report of research experience (from R690 and/or R695-1)
- Level 1 teaching skills
- Level 1 professional identity (service)

### Review 2

- Program of studies filed
- GPA 3.5 or better
- Residency requirement completed
- Dossier with evidence of completed deliverables (qualifying exam)
  - Level 2 IST knowledge in 2 IST areas
    - Updated personal statement with matrix of deliverables
    - 5/9 deliverables completed
  - Level 2 research skills
    - Declared emphasis area, research agenda (what's been done, holes, my contribution)
  - Level 2 teaching skills
  - Level 2 professional identity (service)
- 20-minute presentation, followed by 25-minute Q&A (oral defense of quals)

### Review 3

- Prospective dissertation committee identified
- Dossier with evidence of completed deliverables
- Level 3 IST knowledge in 1 IST area
  - Updated personal statement with matrix of deliverables
  - 9/9 deliverables completed
- Level 3 research skills
- Ten-page research plan (methodology and conceptual framework) and timeline for dissertation
- Publication and grant proposal requirements represented
- Level 3 teaching skills
- Level 3 professional identity (service)