

PhD in Education Handbook

Instructional Design & Technology Program



Old Dominion University

Fall 2005

PhD in Education Handbook

Letter from the Dean:

Welcome to the PhD in Education program. The faculty and administration of the Darden College of Education wish you success as you work to enter the community of scholars. The faculty, graduate program directors, chairs, and I are available to assist and guide you in all aspects of your doctoral program and dissertation research. Please feel free to talk with us about your academic and career interests.

This *Ph.D. in Education Student Handbook* is designed to provide an introduction to the program, an overview of the admission through graduation process, assistance with the selection of your advisor and guidance committee, and information about the individual program concentrations. Use the handbook as you plan your education at Old Dominion University. It is a tool that will aid you when questions arise pertaining to your studies and degree requirements.

William H. Graves, Dean
Darden College of Education

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Introduction to Old Dominion University

Located in historic Norfolk, Virginia, the 188 acres of the Old Dominion University campus stretch from the Elizabeth River to the Lafayette River. Although situated in a metropolitan setting, the University offers a small college look and feel, with tree-lined walkways, a mix of old and new buildings, and colorful gardens and ponds. Old Dominion University is situated only 20 miles from Virginia Beach and the oceanfront. Historic Williamsburg, Jamestown and Yorktown are also nearby, providing numerous recreational activities.

During the years of the Great Depression, a small group of scholars with a vision launched the school that would become Old Dominion University. In 1930 the University opened as a one-building branch of the College of William and Mary. The early classes included a two-year program for teachers and freshmen and sophomore engineering classes designed to prepare students for Virginia Tech.

The school grew rapidly and evolved into a four-year branch of The College of William and Mary. In 1962, the school gained full independence as a state-supported institution named Old Dominion College. Old Dominion began offering master's degrees in 1964 and doctoral degrees have been offered since 1971. In 1969, the name was changed to Old Dominion University. Old Dominion has grown over the years and is now one of only 101 public universities with a Carnegie/Doctoral Research Extensive distinction.

Six colleges serve almost 21,000 students. Approximately two-thirds are undergraduate and one-third is graduate students. Additionally, there are 1,400 international students from 108 countries. There are almost 95,000 alumni now residing in all 50 states and 72 countries.

The university offers bachelor, masters, educational specialist, and doctoral degrees. There are 600 full time and 287 part time faculty members who serve the university and provide an average student to faculty ratio of 16 to 1. Faculty and researchers write grants and contracts valued at more than \$50 million annually. To serve the research needs of students, the library is fully automated with more than 2.8 million items.

The regional economic impact of ODU is significant. Its business and research initiatives contribute more than \$600 million annually to the economy making ODU the largest generator of new jobs in the region.

Some of the economic outreach centers include the:

- Applied Research Center
- Center for Advanced Engineering Environments
- Center for Advanced Ship Repair and Maintenance
- Center for Bioelectronics
- Executive Development Center
- Bank of America Entrepreneurial Center
- Langley Full-Scale Wind Tunnel
- Technology Applications Center
- Virginia Modeling, Analysis and Simulation Center
- Virginia Space Flight Center at Wallops Island

ODU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, education specialist, and doctoral degrees. The College of Education's programs are also National Council for Accreditation in Teacher Education accredited.

Introduction to the Darden College of Education

Old Dominion University's Darden College of Education prepares students for work in the dynamic and challenging fields of professional education, related leadership careers, and in business, industry, and the service community. The five departments in the college offer a variety of degree programs, undergraduate and graduate, teaching and non-teaching, including bachelors, masters, licensure options, educational specialist, and doctoral degrees. A dedicated and committed faculty directs these programs. Eminent professors and distinguished scholars share a collective vision of learning, discovery, and engagement.

In addition to comprehensive education programs, exciting learning opportunities for internships and practica are plentiful for graduate students in the Darden College of Education. Many students have studied and worked in countries around the world. They have served in internships with school systems, colleges and universities, professional sports teams, resorts, hospitals, military services, business and industry, and a vast array of other local, regional, state, national, and international organizations.

With its diverse programs, prominent faculty, invaluable practicum experiences and a great location, the Darden College of Education is chosen by more than 2,500 graduate students annually to further their education and careers. We are confident that our programs can meet your educational and professional needs.

Mission

The Darden College of Education is committed to excellence in teaching, scholarly activities, and service. The College strives to meet the needs of the community while maintaining national and international prominence and is dedicated to preparing distinguished professionals who are leaders in their fields. The college fulfills its mission through its undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, athletic training, sport management, recreation, training, fashion, speech-language disorders, instructional design and technology, and industrial technology as well as its continuing education activities.

Vision

Old Dominion University's major purpose in its teacher education programs is to prepare teachers and educational leaders who have knowledge of their teaching disciplines, abilities to practice state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and demonstrate dispositions that reflect commitment to teaching and learning as well as lifelong professional growth and development. Other College programs prepare learners with supervisory and managerial skills within content specialty areas such as human services, fashion, recreation, industrial design and technology, and industrial technology.

At the graduate level, the College strives to prepare alumni who will gain skills that allow them to navigate through their chosen careers and to become leaders in their professions. Our vision is to prepare highly qualified practitioners in their chosen careers through doctoral education.

Faculty

Faculty members who serve the College of Education are nationally and internationally known. They are prepared in specific disciplines, but also have expertise in areas of human growth and development, curriculum and instruction, evaluation and assessment, professional standards, distance learning and urban populations, to mention a few knowledge areas.

Faculty members are dedicated to their disciplines and will mentor students through their graduate studies and into their content specific professions. It is the intention of our faculty to have our students become leaders in their chosen professions and professional associations.

Faculty members in the Darden College of Education are known for their writings and grantsmanship acquisition activities. Faculty will assist doctoral students to become published and learn to acquire grants from state and federal funding sources. Faculty believe that this is part of their role in the mentorship of doctoral students.

Program Delivery

All of the PhD concentrations will be available for full- and part-time delivery to students on the Norfolk Campus of Old Dominion University. Old Dominion University is also a leader in televised distance learning, known on our campus as TELETECHNET. The University delivers graduate courses to students at community college site locations across the Commonwealth of Virginia and beyond. Students are able to complete some degree programs at community college campuses.

Old Dominion's statewide network of site locations extends well beyond the community colleges with course offerings at four higher education centers, military bases and corporate locations. Out-of-state site locations are operating in Arizona, Georgia, Illinois and Washington state. At these sites students may register for classes, meet with advisors, and attend classes on-site, using telecommunication technologies. In addition, the University offers a variety of courses and degree programs using Internet technologies, such as video-streaming, that provide students the opportunity to take courses from any location.

Currently the PhD in Community College Leadership is offered through the TELETECHNET system. The Instructional Design and Technology concentration in the Ph.D. in Education and the Occupational and Technical Studies concentration will be delivered through distance learning technologies. Educational research courses for the PhD in Education are also delivered through the TELETECHNET system.

Concentration Areas

The focus of the PhD in Education at Old Dominion University is to prepare practitioners and researchers in their specialty concentration areas. The PhD in Education was initiated in response to environmental changes in higher education and the needs of students who desire to work in higher education, regional school systems, and other corporate careers.

The PhD will provide students from a variety of disciplines the opportunity to continue their learning and receive doctoral degrees in education, with a concentration in an educational program that will better prepare them for their selected careers. The PhD in Education will enhance Old Dominion University's ability to provide these vital human resources to the various branches of the education community.

Program graduates who aspire to careers in academia as faculty members and administrators in institutions of higher education will locate across the Commonwealth, regionally, and the nation. Professionals primarily seeking to enhance their current careers will fill a regional and statewide need for more highly trained education leaders.

The initial concentrations approved for the PhD in Education are Educational Leadership, Instructional Design and Technology and Special Education. Others will be added as departments explore student needs. The PhD program can expand because of its relatively central location in Hampton Roads, its proximity to military bases, the number

of other local post secondary institutions from which to recruit, and its extensive distance learning capacities.

Old Dominion University's distance learning system has the capacity to deliver graduate courses at 40 sites across the Commonwealth, as well as in other states across the U.S. and beyond, allowing geographically-bound students the opportunity to enroll in courses associated with the PhD in Education. These distance sites put every Virginia resident within 50 miles of a classroom where a portion of the doctoral program can be received. Additionally, the reputation of the University for its constructive relationships across the nation, the Commonwealth, and in Hampton Roads, makes the program attractive to potential doctoral students throughout the United States.

The principal goals of the PhD in Education is to assure that all program graduates are familiar with the literature associated with their specific concentrations and possess the critical thinking skills and problem solving abilities required to make educationally sound decisions as leaders in their respective fields. Also, every graduate will have the basic and applied research skills to add to that literature base through the development of high quality, empirical research projects. Research courses, including statistics and/or evaluation, will make up the core of the PhD in Education program, with all students completing a minimum of 12 credits. Additionally, students in each of the concentrations will complete a minimum of 24 content area credits. The student will be guided through concentration courses by the faculty in the program. The courses are designed to make the students practitioners in their professions, and through faculty mentorship, they will be indoctrinated into their professions through writing, research and professional service. Content and research practices will be joined through a 12 credit research project culminating with the dissertation. The minimum number of graduate hours to earn this degree is 60.

Thus, Old Dominion University's PhD program in Education will focus on the development of students as: 1) effective educational leaders with both content knowledge and research skills to support the development of research-based practices in our education systems throughout the Commonwealth of Virginia and the world; 2) highly-qualified faculty and administrators to teach and lead in Virginia's and other institutions of higher education; and 3) facilitators of research and demonstration initiatives with school divisions, post-secondary institutions, and other community, state, national, and international agencies and associations that link graduate education initiatives to educational improvement and economic development. See Figure 1 for the framework of the PhD courses.

Program Learning Outcomes

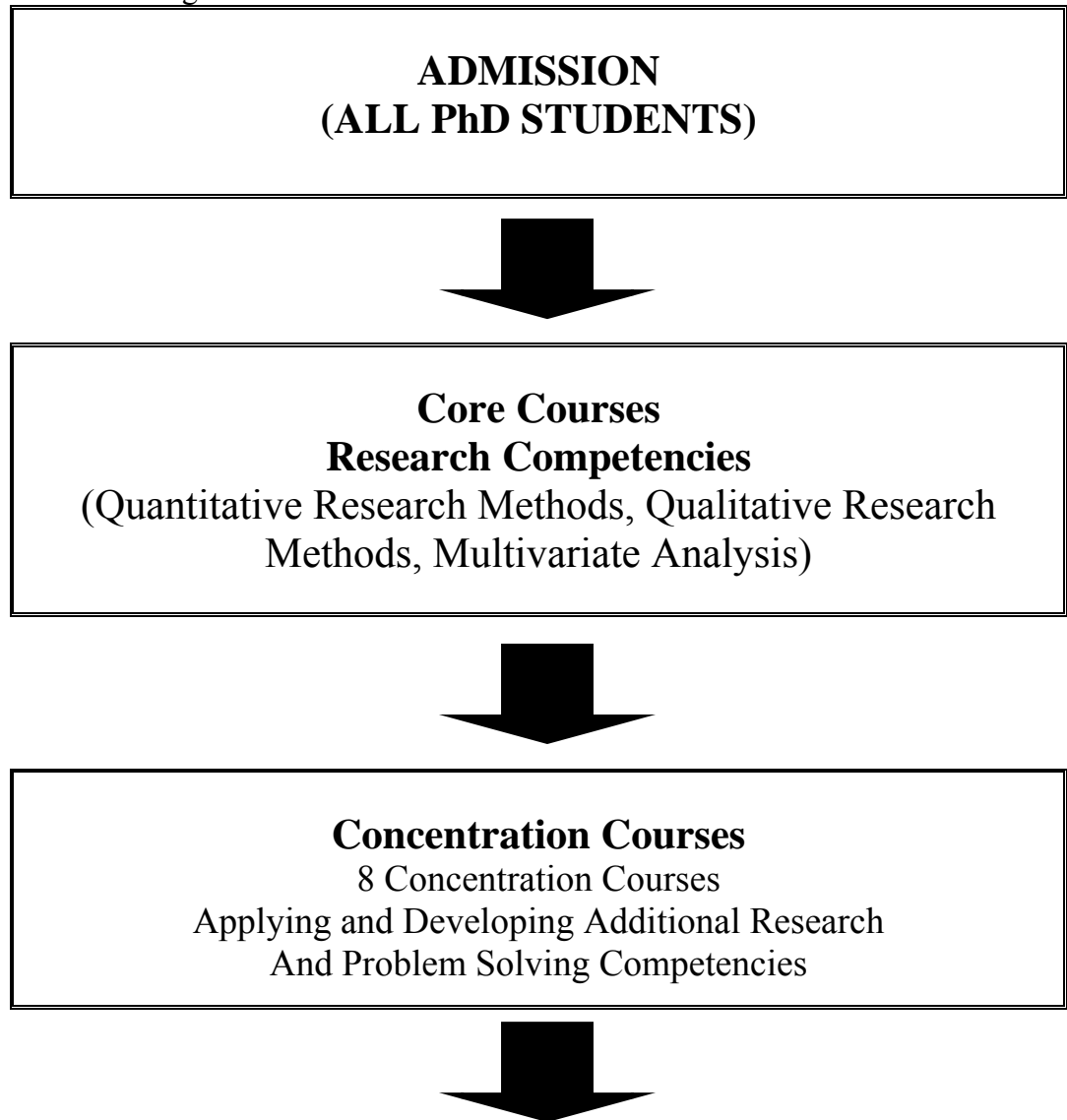
The curriculum associated with Old Dominion University's PhD in Education is intended to accomplish the following learning outcomes:

- 1) Every individual who completes this doctoral program, regardless of his/her concentration, will develop competencies for understanding and

using qualitative and quantitative research methods and multivariate statistics to make data based decisions.

- 2) Each concentration will offer courses that enable graduates to apply their knowledge in current and future educational environments and to emerge as leaders in their chosen careers.

For example, an individual in the Educational Leadership concentration would have a quantitative methods course, a qualitative methods course, a multivariate statistics course, and might choose to take a program evaluation course or an institutional research course. A student in the Instructional Design and Technology concentration would take the two research design courses and the multivariate statistics course and would select a



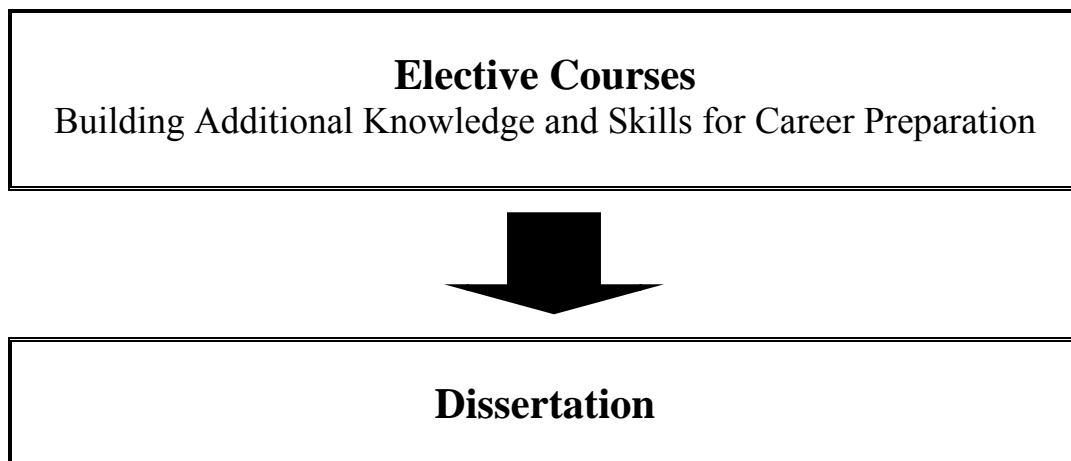


Figure 1. Sequence of the PhD in Education

survey design and analysis course or a program evaluation course. In the Special Education concentration, an individual first would complete the two research methodology courses and the multivariate statistics course. The possible elective courses for this concentration might include single subject design and program evaluation. Thus, there is consistency across the concentrations without limiting necessary and appropriate concentration area research skills.

In addition to the content research core, students will use their research knowledge when they study the research literature associated with their concentrations, guided by faculty members in their specific concentrations. Students will address research-based problem solving and develop leadership perspectives while studying content specific knowledge.

In all, doctoral students accepted into Old Dominion University's PhD in Education program must complete a minimum of 12 credit hours in research and statistics. These hours will provide consistency in assuring appropriate doctoral level research skills for our graduates. These research skills will then be incorporated throughout the remainder of the program as students become immersed in their specific concentration course work and literature.

In addition to the research core of 12 credits, the PhD in Education program will consist of a number of discipline-specific concentrations. The curriculum for each of these concentrations will include a minimum of 24 credits and be designed to provide the content knowledge appropriate for leaders in the area of their chosen concentrations, as well as for faculty and administrators in institutions of higher education. Sample curricula and specific concentration requirements are included in following sections of this handbook.

Making Application

Prior to making application to the PhD in Education, the candidate should speak with the graduate program director and faculty from the concentration into which they will seek admissions to explore the potential of attaining a doctoral degree through the program. If the candidate decides that he/she would like to pursue the PhD from Old Dominion University, formal application procedures should be followed. Differing PhD concentrations have application admission deadlines. The applicant should consult the graduate application package preface for specific application dates for the selected concentration. The University has general application deadlines of June 1 for Fall, November 1 for Spring, and March 1 for Summer. To be considered for financial aid, such as graduate teaching and research assistantships and tuition waivers, it is suggested that a November application date should be used for summer or fall admissions.

In order to apply for admission to the PhD in Education, a prospective applicant must complete the following procedures. The applicant must:

- Complete an application for graduate admissions. An application form may be procured from the Office of Admissions, graduate program directors, or may be downloaded from http://admissions.odu.edu/forms/ODU_GRAD_APP.pdf. A processing fee is required.
- Submit an essay statement of his/her academic and professional goals with an emphasis on how the PhD degree in Education, and the particular concentration area to which the applicant is applying, will contribute to the achievement of her/his stated goals (1500 word maximum).
- Submit three letters of reference from sources capable of commenting on the applicant's readiness for advanced graduate study. Forms for these references may be used and/or may be supplemented by a letter. It is recommended that these letters come from employment supervisors and former university faculty members. In cases where the student cannot contact a former faculty member, an interview should be scheduled with a faculty member in the PhD program.
- Submit a resume that shows the educational and professional background of the applicant.
- Submit official academic transcripts from all undergraduate and graduate institutions previously attended or currently being attended by the applicant.
- Submit scores earned within the past five years from the Graduate Record Examination.
- Applicants whose primary language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).

Applications for admission are accepted according to the schedule established by each program concentration. Concentrations have differing review dates and start dates. Some concentrations admit cohorts that begin in the summer and others in the fall. Some

programs admit for each university term, fall, spring, and summer. Deadlines for admission to each concentration are listed in the preface materials to the graduate application.

Criteria for admission into the PhD in Education will include:

- A completed master's degree in an appropriate discipline from an accredited university. Degrees that are equivalent to a master's degree such as L.L.B., J.D., and D.D.S. are considered equivalent degrees.
- An interview with the Program Committee of the prospective student's specialty area. This committee will also review applications for admission.
- Prior course work is required in statistics and other areas as specified by the concentration area. If these prerequisites are not met, then additional course work will be added to the candidate's graduate program of study, i.e., ELS 732. Please contact the graduate program director of the individual concentration for more information regarding prerequisite coursework.

To determine specific rubrics used by the concentrations for admissions, contact the graduate program director or review the concentration handbook section.

Financial Aid

Financial resources are available to assist Old Dominion University graduate students with their educational costs. These are available in several forms. Many full-time university graduate students seek assistantships. Others who study part-time also need financial assistance. Financial aid sources for graduate students typically including teaching and research assistantships, tuition grants, Federal Loan Programs, and part-time student employment. These sources are listed as follow:

Federal Financial Aid

The Federal Government has funding to support students who need assistance with their educational expenses. Additional information about need-based and other types of financial assistance is available from the Office of Student Financial Aid (<http://web.odu.edu/af/finaid/finaid.htm>)

Institutional Scholarships

The Office of Graduate Studies coordinates the selection process for all graduate awards. The graduate program director in the student's declared concentration is the key person for making the nomination to the dean of graduate studies for all graduate awards, unless another contact person or application is indicated below. For more information, contact the Office of Graduate Studies (<http://www.odu.edu/ao/affairs/graduatestudies/graduatestudies.htm>).

Potential Scholarships/Fellowships that are available to Darden College of Education students include:

The Alumni Association Outstanding Scholar Fellowships
The John Albert Gay Scholarship
The Delta Sigma Lambda-Dr. Ruth Harrell Scholarship
The Peggy Woofter Hull Scholarship
The Frank Hill Knecht Memorial Scholarship
The Meredith Construction Company Scholarship

Graduate Assistantships

Nature of the Graduate Assistantship

It is the College's intention to make the assistantship an integral and valuable part of the student's graduate education. The graduate assistant is expected to participate directly in either instructional, research, or administrative duties in support of the ongoing activities of the College's and University's academic, research, and service units. In addition to providing financial support for the student, the appointment is intended to be a learning experience for the graduate student, facilitate the completion of degree requirements, help the student prepare for a professional career, and support the teaching, research, and administrative needs of the institution. It should be viewed as an apprenticeship in teaching, research, or administrative service.

Categories of Graduate Assistants

Graduate Teaching Assistant (GTA) – The appointee is expected to participate directly in teaching activities, such as the teaching of a course or holding responsibility for a laboratory section, or to be assigned to specific instructional support or related activities.

Graduate Research Assistant (GRA) – The appointee is expected to participate directly in research or support activities conducted by faculty members or administrators. There are various sources of funding for GRAs: the Commonwealth of Virginia, local university funds, Old Dominion University Research Foundation (ODURF) (from grants and contracts), Distance Learning (through departments to assist with TELETECHNET instruction), and those funds offered by service units on campus to assist in their operations, e.g., Office of Admissions, Career Management Center. Some limited opportunities exist that support graduate assistantships through employment at other institution of higher education and in the government or corporate world.

Application

Application forms for graduate assistantship stipends paid by the University (GTAs and GRAs) are available within the University Graduate Application packet (<http://www.odu.edu/oduhome/admissions.shtml>). The completed form, together with a brief essay by the applicant discussing academic interests, career objectives, and a description of the student's skills that can assist the academic or administrative unit, should be submitted to the appropriate graduate program director or office making the appointment as soon as possible for fullest consideration. Applications for GRA positions funded through ODURF are made through the faculty member who is the research principal investigator, the department chair, or graduate program director.

Eligibility

Only students admitted to graduate degree programs in regular status, on the basis of complete and fully evaluated credentials, and in good academic standing, are eligible for appointment as graduate assistants. Additional criteria apply for appointment as a graduate teaching assistant (see University Catalog section: Academic information for Graduate Students). Students whose primary language is not English must successfully complete the SPEAK test. A passing score on the SPEAK test is 50. Students scoring 45 will have an additional communication evaluation during the required Graduate Teaching Assistant Institutes (see University Catalog).

All students appointed as graduate assistants are required to verify their identities, employment eligibility, and complete an I-9 Form, according to University procedures, prior to commencing their duties. This requirement is established in order to comply with the Immigration Reform and Control Act of 1986. Students are also required to complete the Child Support Disclosure and Authorization Form, the Commonwealth of Virginia's Policy on Alcohol and Other Drugs Form, ODU Use of the Internet and Electronic Communication Systems Certificate Form, the Commonwealth of Virginia Selective Service Form, and any other forms as may be required by the University.

Appointments

Appointments of graduate assistants are generally made for a period of one academic year with a nine-month to 12-month performance period. Nomination should be received not later than November, with a February appointment, in order to assure adequate time for processing for the upcoming academic year. Normally, appointments require 20 hours per week of service. Graduate assistants will receive paychecks on a semi-monthly schedule. An assistant funded through a grant or contract may be appointed for shorter periods if required by the conditions of the grant or contract. Appointments may be divided between teaching, service, and research duties with the approval of the dean. Such an appointment should not normally exceed the equivalent of a half-time assistantship. A graduate assistant appointment may be renewed upon nomination, review of qualification and satisfactory previous performance.

Tuition Grants

Tuition grants may be offered to full-time regular or provisional graduate students. Part-time tuition grants may also be available for Virginia residents. Applicants should indicate their desire to apply for tuition grants when applying for admission by using the Financial Aid Application. Students holding tuition grants who withdraw from courses will be held personally liable for repayment of funds utilized. Additional information is available from the Office of Graduate Studies. Students receiving tuition grants must be registered for six graduate credits each semester and three in the summer. Students who have completed all coursework and have passed the candidacy examination may be considered full-time students for the purpose of a graduate assistant (See Form 28).

Institutional Research

All research involving human subjects must be approved by either the Human Subjects Review Committee of the Darden College of Education (CC) or the University Institutional Review Board (IRB). All research must be supervised by a Responsible Project Investigator (RPI) who is a faculty or staff member. Students seeking to conduct research should secure the support of an RPI who will oversee the study and ensure that all appropriate human subjects protections review processes and procedures are followed. The RPI must have completed the online human subjects training course, located at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>. **No data collection or analysis may be conducted before receiving written approval from either the IRB chair or the CC chair.**

Some research may be exempt from IRB oversight if it meets certain criteria—for example, when the anonymity of participants is assured and there are minimal risks, or the data used in the study have been publicly released. Applications for exempt research should be submitted to the College Committee and may be found at <http://www.odu.edu/ao/research/irbforms2004/exempt%20appl%20ication.doc>.

All research that does not meet criteria for exemption, or that stems from federally funded projects (even if exemption criteria are met), must be submitted to the IRB. Generally, these committees meet once per month, and may either approve as is, deny, or approve with revisions any proposed research. Students are advised to allow two to three months for the review and approval process when planning research, to permit time for any necessary revisions to the research protocol. The faculty or staff member who serves as the RPI for the study must submit the proper forms and documentation for approval—students should not submit these materials directly to the respective committees.

A complete overview of human subjects protection procedures is available at <http://www.odu.edu/ao/research/irbforms2004/policies/humansubjectsprocedure.pdf>. Students also are encouraged to complete the online human subjects training course at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>. Students will receive a certificate upon successful completion of the course.

University Library and Computing Services

The University Library provides a full complement of state-of-the-art services for all clientele. It contains over 2 million items - books, monographs, government publications, periodicals and serials, microforms, musical scores, recordings, electronic resources, and maps - which are currently accessible through an online catalog. Catalog workstations are located throughout the Library. The catalog can be searched from remote locations on the campus and off campus, via modem or the Internet.

Many other electronic resources are also available via the Internet, including over 100 searchable databases provided through the Virtual Library of Virginia (VIVA). Certain resources are available from workstations in the Reference Department: indexes to journal literature; government publications and statistics databases that offer indexing to general, business, and academic research publications; and online database searching. Interlibrary loan services with online access to the collections of more than 10,000 libraries throughout the world are available to faculty and students from the Interlibrary Loan Office.

The library's collections are organized by the Library of Congress classification; circulating books are located on the third and fourth floors; periodicals and microforms on the second; and reference, government publications, circulation, and reserves on the first floor. The Administrative Offices are housed on the second floor, with Bibliographic Services on the fourth and Systems Development on the first. Photocopy machines are located throughout the library. Microformat duplication services are available in the areas where these collections are housed.

The Reference Librarians are an excellent resource for graduate students. These individuals can assist you in identifying resources to guide your research efforts and show you how to use the resources of the University Library.

Access to Library Resources for Distance Learners

Many library resources, thousands of them funded by VIVA, the Virtual Library of Virginia, are available to students electronically through the ODU Libraries' Web site (<http://www.lib.odu.edu>) including:

- Course reserve materials
- Reference works - Encyclopedias, dictionaries, maps, and other
- News sources - including newspapers from Virginia and around the world
- Government sources - census information, legislation, case law resources, and much more
- Business information - company profiles, industry reports, directories, etc.
- Catalogs of ODU and many other libraries in Virginia, elsewhere in the U.S. and around the world
- Web search engines
- Research databases

- Database of journal articles, many of which are full text

Obtaining Materials from the Library

When students need copies of articles or books, the ODU Library delivers many of them to students free of charge. Students can order materials by fax or online through the Library Web site.

Questions regarding the interlibrary loan and document delivery services should be directed to a library staff member at the site or the site director's office. Students and faculty may also call 1-800-968-2638 on weekdays and ask to be connected to extension 3-4170 to talk directly to an Interlibrary Loan staff member. The direct number is 757-683-4170.

Computing Services

Details on computing services are available by selecting the Computing link on the University's home page (www.odu.edu). Using the online forms, students can request an e-mail account and a LAN (local area network) account. Due to restrictions mandated by the Family Educational Rights and Privacy Act (FERPA, 1974), all academic communications via email must be conducted through an Old Dominion University email account. Email has been designated as a formal communication method by the University.

Computer Accounts

In support of the University's mission of teaching, research, and other educational pursuits, the Office of Computing and Communications Services (OCCS) provides two types of computer accounts for all students. The University student e-mail account and student LAN account are activated online through the University's student accounts web page at www.season.odu.edu. Each account must be activated separately by selecting the appropriate link from the menu.

University Student E-Mail Account: provides a vital communication link between students and University administrators/departments and faculty and provides a universal ID and password that is used to access on-line courses, faculty web pages and lecture notes, video streaming courses, Blackboard®, and many other important resources. Activation is immediate for mail purposes, but may require 24-48 hours for access to resources on other servers. All graduate students must have and use an Old Dominion University email account. This account can be set so it can route to other email accounts used on a daily basis. Students must remember to maintain their Old Dominion account, since forwarded email will continue to also be posted in your Old Dominion account after forwarding.

Student LAN Account: required for students to log in to computers in all University public computer labs, OCCS-supported departmental labs, and some

department supported labs on the main campus and at the Virginia Beach, Peninsula and Northern Virginia Higher Education Centers and required for students to access the Internet from University-supplied connections in individual dorm rooms and common areas. Activation requires 24-48 hours from the time of request. Special purpose computer accounts are provided as necessary. Detailed information on these accounts is available on the OCCS web site at www.odu.edu/occs.

Computer Labs

OCCS maintains University public computer labs equipped with Windows-based systems and various computer applications in support of class requirements. Laser printing is provided in all labs. Students must have a LAN account to use the computers in the labs. Labs are located in various buildings on campus, in the University Library, and at the University Regional Centers. Lab schedules are posted on the OCCS web site at www.odu.edu/occs. Lab hours are also available by calling 757-683-3192. Consultants are available in all labs to give assistance with application and computer-related questions and problems.

Computer Purchases

CCS and the University Advisory Committee on Technology (UACT) have developed recommended configurations for desktop and laptop computers as a guide for purchasing computers for use at Old Dominion University. These recommendations are provided in detail on the OCCS web site at www.odu.edu/occs. Select Student, and then select Computer Purchases. OCCS advises that students follow the recommended configuration of the academic colleges and departments to meet curriculum requirements. Specifications are provided for mid-range and high-range laptops and desktop systems for both PC and Macintosh platforms. Please note that all University public labs and most academic department labs are PC-based. The Computer Purchases page also provides links to vendors offering special purchase programs for Old Dominion University.

Software Download

Through the University's software licensing program, some software is made available for students to download to their personal computers. Downloadable software is available on the OCCS web site at www.odu.edu/occs.

Using Old Dominion University Computing Resources Faculty Web Pages

Many faculty members maintain course web pages for student access to course information, lecture notes, assignment, etc. The University web page an on-line list of faculty web page addresses. From the University home page at www.odu.edu, click on Current Students, and then select the Course Web Pages link from the Academic Resources menu. Most faculty members secure their web pages to limit access only to students registered in their class. The required authentication information is your University student e-mail user name and password; therefore it is extremely important that students activate their University student e-mail accounts. Many faculty also use Blackboard, an electronic course delivery system, which is accessible with student email name and password.

Getting Help

The Customer Service Center (CSC), located Webb Center, is the central point of contact to the Office of Computing and Communications Services. The Center is open from 8 a.m. until 10 p.m., Monday through Friday and from 8 a.m. until 2 p.m. on Saturdays. (Changes to this schedule, such as reduced hours for Spring break, are posted on the OCCS web site at www.odu.edu/occs under the Announcements header.)

The CSC may be reached by telephone at (757) 683-3192 or by E-mail (occs-help@odu.edu) to OCCS personnel who coordinate responses to computing problems/questions and, when necessary, forward inquiries to the appropriate support group. Individuals are encouraged to report outages and access problems by calling the Customer Service Center. At times when the Customer Service Center is closed, voice mail messages are monitored regularly to address emergency system issues. Non-emergency calls are returned on the next business day.

Admission Process

Applications for admission will be reviewed by the concentration's admissions committee that will consist of the concentration graduate program director and faculty of the PhD in Education program. Most full-time students will begin their courses of study each summer or fall semester as a cohort. Figure 2 includes a diagram that summarizes the admittance, continuance, candidacy, and exit requirements.

Advisor Selection

During initial review of Old Dominion University, students should contact a concentration faculty member and/or the graduate program director. Through these introductions and the professional literature, students will identify faculty that they may wish to work with throughout their degree completion. In the Darden College of Education at Old Dominion University, PhD students select their own advisors. Students should feel comfortable in selecting an advisor that they would like to assist them in entering the community of scholars.

Program Approval

Your advisor, through consultation with the concentration graduate program director, will review your past academic work and professional experiences to assist you in reviewing your individual strengths and weaknesses. You may wish to have a panel of concentration scholars meet with you jointly to discuss your future plans and work with you to establish those goals and academic experiences that will aid you in meeting these goals. A formal plan is a set of courses you need to complete to graduate. After you map this plan, you must complete Form C, A Program of Study Form, and have your advisor, graduate program director and department chair.

Residency Criteria (Full-time/Part-time Student)

Graduate student residency means that a student is enrolled in at least nine credit hours for two terms at Old Dominion University. Some concentrations require students

to be on the Norfolk Campus to achieve residency. Other concentrations stipulate that the students attend campus for 3-credit hours and be enrolled for a total of 9-credit hours during the term. This can be done for programs offering distance learning courses. See the specific residency criteria for specific concentrations. A student is considered enrolled part-time if he/she takes less than 9-credit hours during a term.

Quality Assurance Benchmarks and Academic Annual Progress Review of Students

Students in the PhD program will be evaluated by their advisors, graduate program directors, and department chairs annually to determine their progress toward their doctoral degree. This annual assessment will determine the progress that a student is

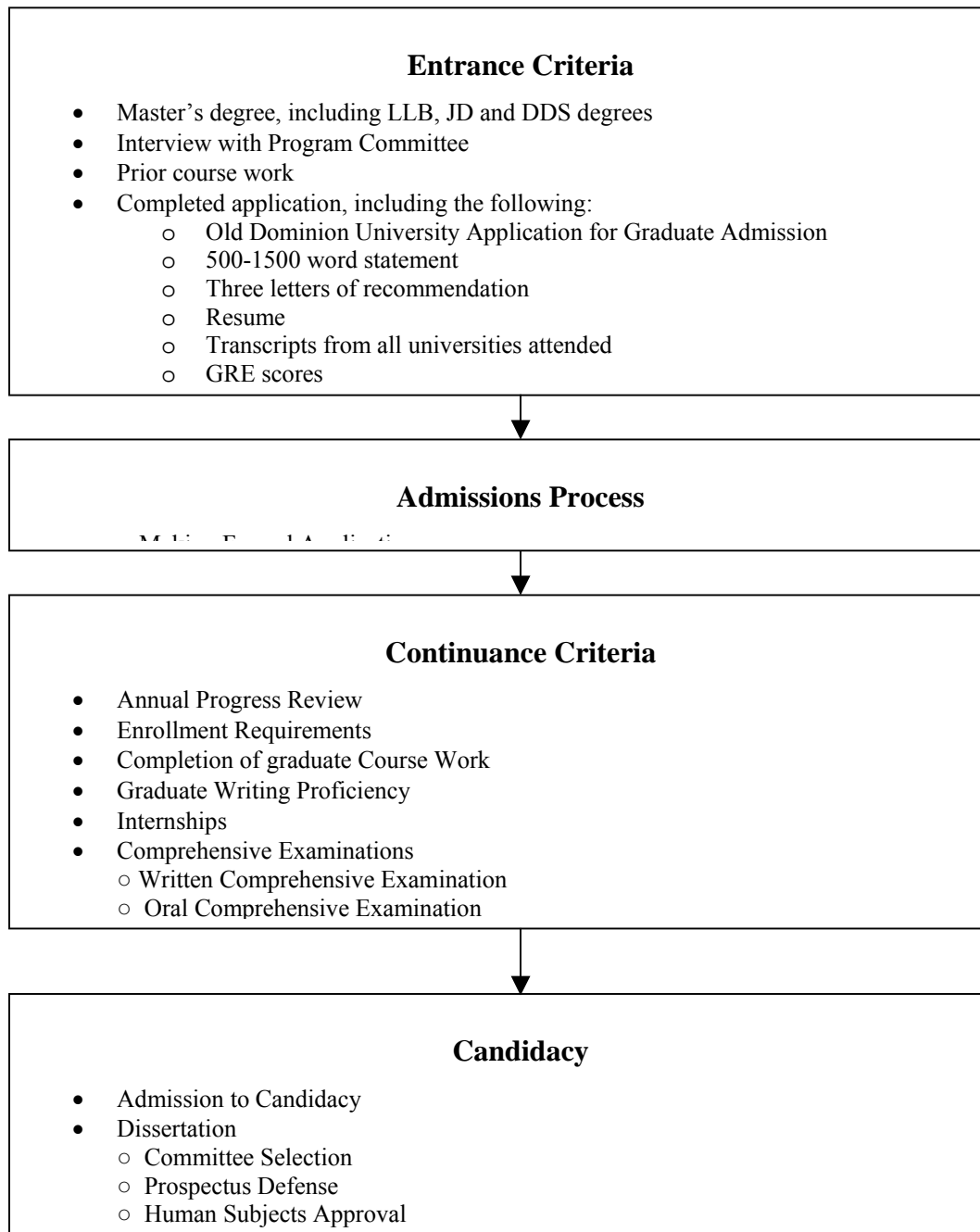




Figure 2. PhD in Education Program Flowchart

making in coursework, assistantships, if applicable, dissertation, and contributions to the profession, specifically publications, presentations, memberships, and grant production. A written evaluation will be provided and faculty will meet with the students to discuss the assessment. If the academic team judges that sufficient progress is not being made, they will place the graduate student on “concentration area academic probation”. If a student is placed on probation, reviews will be undertaken each semester, including summers. If coursework grade point averages or other evaluative progress indicators fall below university expectations, the University may place a student on academic probation or suspend them from the university.

Enrollment (Continuous as College Policy)

After a PhD student is admitted to a concentration area, the student is expected to maintain continuous enrollment throughout the doctoral degree. This includes enrollment during the fall, spring, and summer terms annually. Because of course sequencing and concentrations’ offering of courses, only part-time students may request deviation from continuous enrollment. Such requests must be in writing and be approved by the graduate program director and advisor prior to the semester for which non-enrollment is requested.

After a student achieves candidacy, they must be continuously enrolled through graduation. One exception can be made; this can be up to a one-year absence from the program. This request must be made in writing and approved by the advisor, graduate program director, department chair, and dean (Form 27, Leave of Absence from Doctoral Program).

Academic Expectations

Full-time graduate students are expected to enroll in 9-credit hours per term; during summer school full-time enrollment decreases to a minimum of 6-credit hours. Part-time students can enroll in as few as 3-credit hours per semester. However, after students achieve candidacy, they must be continuously enrolled. A PhD student has up to eight years to complete his/her doctoral degree. The candidacy examination expires after five years. If a course exceeds five years after its completion, it must be retaken or

updated through examination by the course professor or department chair. Graduate students are required to maintain an academic grade point average of 3.00 as a minimum.

Graduate Writing Proficiency

At Old Dominion University, each concentration has established expectations of writing proficiency for all students. The concentration faculty members judge writing standards. If a student is found deficient in his/her writing capabilities, he/she will be notified by the graduate program director. Some programs require writing samples that are judged by the faculty, while others use the admittance essay. Faculty will judge writing abilities and notify students of assessment results. If a student is admitted to the concentration area and found to be lacking in writing abilities, he/she will be asked to provide evidence of successful remediation of his/her writing practices. The University has a Writing Center, which will provide writing remediation for graduate students. If a student is not on the Norfolk campus, he/she must seek assistance elsewhere and provide a letter from the remedial service that he/she has successfully completed writing improvement exercises. The student will then have to complete the writing assessment established by the concentration to continue enrollment in graduate studies.

During graduate study, the PhD candidate is expected to publish in national or international journals within his/her profession. PhD students should begin work early on professional publications and can do this with the assistance of faculty members within their concentration area. Faculty at Old Dominion University will serve as mentors in the publication process.

Internships

Depending on the PhD student's concentration, an internship may be a program requirement or an elective component of the student's academic program. Internships are available regionally to fulfill the student's academic preparation for future careers. Contact your academic advisor for requirements and placement potentials.

Comprehensive Examinations

Comprehensive examinations are a major component of the PhD in Education. These include written and oral components.

Written Comprehensive Examinations

The concentration program faculty prepares the written examination questions with assistance from the research faculty. The written component of the examination requires the synthesis of course content and extensive preparation and writing. Specific information on the written comprehensive examinations is available from your concentration graduate program director.

The comprehensive examination should be scheduled at the completion of course work. Students may sit for the comprehensive examination if they are in the last semester of their program requirements or after they have completed their course work. Submission of the written comprehensive examination application, Form D, must occur eight weeks prior to the examination date.

It is suggested that students schedule an appropriate amount of time for preparation to successfully complete the written comprehensive examination. Several months of review are suggested. Students may wish to form study teams in preparation for the examination. This can be done through campus or online study groups. The examinations are scheduled by the concentration area graduate program director.

The graduate program director for each concentration establishes the dates for the written comprehensive examination. The examinations are only given in the fall and spring semesters. In the fall this occurs either in October or early November. During the spring semester examinations are scheduled in March or early April. Contact your department for examination dates.

The concentration faculty, working as a team along with the research faculty, evaluates the comprehensive examination responses. Students are notified by their graduate program director of the results of their written comprehensive examinations. If a student fails one question, this will be resolved with the faculty and graduate program director. If more than one question is failed, students will fail the examination and will be allowed a retake of the examination after an academic semester. A second failure of the examination will remove the student from the graduate program. The graduate program director will submit Form 10, Result of PhD Examination or Requirement, to the Registrar's Office and send a letter to the candidate about their success on the written comprehensive examination.

Oral Comprehensive Examination

After the written comprehensive is successfully completed, the student is required to sit with his/her graduate program director and graduate faculty of the concentration area for a scheduled oral examination. This examination is used to clarify answers to the written examination and to explore topics for the student's dissertation. Successful completion of this examination is noted by the graduate program director submitting Form 10, Result of PhD Examination or Requirement, to the Registrar's Office and a letter of pass/fail to the students. If the student is not successful in completing the oral examination, he/she is permitted to sit again for this examination after consultation with the advisor, graduate program director, and department chair.

Career Preparation

In addition to completing course work, the PhD in Education should prepare graduates for careers where their new knowledge and skills can be applied. During graduate study, students will participate in concentration area seminars. Various topics

will be discussed including new ideas in their subject areas, job openings, and preparation for future work.

Students should begin to develop their professional resumes while they are in their second year of doctoral study. Advisors will work with students to review the contents of the resume. Letters of application to employers should be discussed and reviewed with faculty. One aspect is to learn to write letters of application that align with individual position postings.

Interviewing is a skill that can be developed. As letters of application and resumes may get a candidate invited for an interview, selling, but not over-selling oneself, is important. Seminars will cover grooming and dress, answering questions, and preparation of questions to be asked. Salary is an important topic that the candidate needs to learn how to address during interviews. Students may work with the Career Management Center to prepare these materials.

Some PhD students will become teaching assistants within their departments. Others may be teaching at other institutions. During seminars, PhD candidates should learn how to organize and prepare course syllabi and teaching calendars to assist them if they plan to teach at the college or university level.

Professional Development

Since PhD students will be preparing to join the community of scholars, they should begin planning for their continued professional development while they are in graduate school. Faculty members will serve as mentors to assist students in making connections within their learned professional organizations. During seminars, faculty will orientate students to the major professional associations of which they are members and invite them to attend their professional organization conferences. Students can work with faculty in preparing proposals to make presentations at these conferences and in developing manuscripts for publication in the organization journals.

When one begins interviewing for positions, it is important that the candidate have publications and professional presentations listed on his/her resume. Colleagues take note of professional involvement when considering applicants for positions. The materials candidates have published or presentations, along with course materials and examples of course work completed during graduate studies, should be assembled into a paper and electronic portfolio.

Advancement to Candidacy

Advancement to graduation involves many steps. Following the guidelines as stated in this handbook is the responsibility of the students and will assist students from admission through graduation.

Dissertation Committee

Upon successful completion of the candidacy examination, the student will formally designate a dissertation committee that consists of a chair and at least two additional committee members. When the student has selected his/her dissertation committee, the candidate must file Form 16, PhD Dissertation Committee (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>), with the Concentration Graduate Program Director. If the student changes any committee members or if a committee member decides to no longer serve as a member of the dissertation committee, the student must file Form 17, Request for Change in PhD Dissertation Committee, with the Concentration Graduate Program Director (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>).

Topic Focus/Expertise

At least one of the three dissertation committee members must be an expert in the area of the study the student has selected as the focus of his/her dissertation research. Non-university personnel who hold terminal degrees and have expertise in the dissertation subject area and adjunct faculty approved for graduate instruction can serve as members of the dissertation committee, when approved by the department chair. The Associate Vice President for Research and Graduate Studies is an ex-officio member of all dissertation committees.

Dissertation Committee Chair

The dissertation committee chair must be a full-time faculty member of the College of Education and must be certified for doctoral faculty graduate instruction. It is recommended that the chair be a full-time member in the major department/area of specialization. The student's Guidance Committee Chair may become the chair of the dissertation committee. However, the student also may select another faculty member as the chair.

Committee Members (Graduate Faculty and Guests)

Two of the three committee members must be faculty members in the University. Where appropriate, the student is encouraged to select a committee member who is not a faculty member in the college of his or her concentration. Each of the committee members must be certified for doctoral faculty status. Committees may have more than three members.

Dissertation Prospectus and Defense

The dissertation prospectus must demonstrate that the student has technical mastery of subject matter in the area of specialization and knowledge of research techniques sufficient enough to carry out independent, significant scholarly work that will be a meaningful contribution to knowledge and practice. It must also demonstrate that the

final dissertation will meet high standards for quality investigation and presentation of research. In addition, the dissertation prospectus must reflect a problem, issue, or study that is compatible with the mission of the PhD in Education.

Dissertation Prospectus Format and University Guidelines

In consultation with the dissertation chair and committee members, the student will write a dissertation prospectus that uses a format that is appropriate for research in the concentration. It should consist of the research problem, the literature review, the methodology, and references. Throughout the writing process, the student must work closely with his/her dissertation committee. The prospectus must be submitted to the committee members at least two weeks prior to the scheduled prospectus defense.

The student is responsible for following the University's guidelines for dissertation and uses those guidelines as a guide. The prospectus must be written according to Publication Manual of the American Psychological Association, fifth edition, using Times New Roman 12 point font. Each prospectus will be screened for adherence to guidelines prior to the dissertation prospectus defense.

Any prospectus that does not meet these guidelines will be returned to the student. If needed changes can be made and the finished copy resubmitted two weeks prior to the dissertation prospectus defense meeting, it will be reviewed at that time. If not resubmitted two weeks prior to the defense date, the prospectus defense will not proceed. A new defense will be scheduled at least two weeks after the revised prospectus, which meets the writing guidelines and is submitted to the dissertation chair and committee.

Dissertation Prospectus Defense

The candidate must defend his/her prospectus in a dissertation prospectus defense. The student, in consultation with the dissertation committee chair and committee members, will schedule the defense date submitting the application form, i.e., Form A, Dissertation Prospectus Defense Application, to the department chair. Two weeks prior to the defense date, the candidate will submit a copy of the dissertation prospectus to the department chair. This copy will be available for faculty who choose to attend the student's defense.

Each member of the student's dissertation committee must be present for the defense. In addition, the faculty and students of the concentration will be invited to attend. The dissertation chair will facilitate the defense. Faculty may ask questions or provide comments at the invitation of the dissertation committee chair. The dissertation prospectus chair will designate a recorder for the defense. The notes from the prospectus defense will be provided to the student and each dissertation committee member within a week after the dissertation prospectus defense.

Dissertation Prospectus Approval

The student's dissertation committee, upon final approval of the prospectus, will file Form B, Dissertation Prospectus Approval, in the department chair's office. The dissertation prospectus must be approved by the student's dissertation committee and the department chair. Both the committee and the department chair must be satisfied that the proposed study is of sufficient depth and gravity to warrant substantive research and that the student has a clear sense of direction for conducting the research and completing the study. Further, the committee chair will determine if the dissertation topic is compatible with the focus of the PhD in Education goals and objectives. No formal data collection shall begin on the dissertation until the topic and prospectus have been approved. After approval of the dissertation prospectus, the chair of the dissertation committee shall recommend the student's admission to candidacy to the graduate program director and department chair. The dissertation prospectus defense and the dissertation defense may not occur during the same semester.

If the student's dissertation committee does not approve the dissertation prospectus, the dissertation research cannot go forward. The original prospectus may be revised and defended with committee approval.

Admission to Candidacy

Admission to candidacy is a formal step after completion of all course work, successful completion of the comprehensive examination, and formal approval of the dissertation prospectus by the dissertation committee in a formal prospectus defense. The student and the committee chair must complete the Request for Admission to Candidacy, Form C, and submit this to the graduate program director and department chair.

Program Completion Eligibility

Doctoral students who complete degree requirements within eight years following admission to Old Dominion University will qualify for the degree by fulfilling the requirements in the University Catalog in effect at the time of their first enrollment (see military service exception under Requirements for Graduate Degrees in the Catalog). Students (including part-time) who do not complete their graduate degree requirements within these time periods must project their graduation and fulfill the requirements in the Catalog in effect during any of the eight years, respectively, preceding graduation. If a Catalog other than the Catalog of the year of initial enrollment is to be used, written permission of the graduate program director and department chair must be obtained. Graduate students should consult their advisors to determine if any out-of-date credits may be validated by examination. In all cases, students must have been duly admitted to the University and an academic program of study and meet all of the requirements for graduation in one University Catalog. Students may not create their own degree requirements by selecting partial requirements from more than one Catalog.

Dissertation

The doctoral program culminates in a dissertation representing a major research project that focuses on a contemporary issue following the principles on which the PhD in Education is based and offers new or unique insights to the concentration area of the student's program. Whether the dissertation is applied or theoretical in orientation, it must address a need that is clearly linked to the research, make a real and significant contribution to knowledge and practice, and both document and respond to a problem in the student's concentration area. Students will select the subject for research in consultation with their dissertation committees and do not begin to collect data until all portions of the candidacy examination have been completed successfully. Working with the advisor, it is advantageous for the students to select a research topic area as the doctoral studies are beginning. In this way the student can begin to review the literature on the topic area and formulate a research problem as studies are continued. Some concentration areas have established preferred concentration specific research focuses, which should guide topic and problem selection.

Upon successful completion of the candidacy examination, and final approval of the dissertation prospectus, the student may register for dissertation credits and complete Form 15, Request for Permission to Take the PhD Candidacy Examination/Dissertation Defense (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>).

Dissertation credits are set at a minimum of 12 credit hours. All doctoral students who have advanced to candidacy are required to be **continually registered** for an appropriate number of dissertation units during each semester and summer session (see Graduate Student Registration Requirement). A candidate who finds it necessary to be excused from registration for a semester must report formally, before the beginning of the semester, to the dissertation committee, graduate program director, and department chair, and request by petition a leave of absence using Form 27, Permission to Take a Leave of Absence from Graduate Studies (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>). A leave of absence may not exceed one year and may not be repeated. During a leave of absence, the candidate will not be entitled to assistance from the dissertation committee or the use of University facilities. The granting of leave of absence does not change the candidate's responsibility for meeting the time schedule for the completion of degree requirements.

Dissertation Format and University Guidelines

Dissertations must be prepared according to the Old Dominion University Guide for the Preparation of Theses and Dissertations (<http://web.odu.edu/ao/research/0.htm>) and the Publication Manual of the American Psychological Association, fifth edition. Two copies of the dissertation must be available to the graduate program director in final form a month prior to the scheduled dissertation defense. This allows enough time to publish appropriate notification of the defense and to allow all interested parties to read the dissertation.

Dissertation Oral Defense

The student, in conjunction with his/her committee and graduate program director, will schedule the defense date. The graduate program director publishes announcements of the defense in the appropriate university news media and communicates to appropriate members of the college and university community. The oral defense is open to the university community and all interested members are encouraged to attend. The purpose of the oral defense of the dissertation is to explore with the candidate the research study including its findings and conclusions and its contributions to the concentration area and the community of scholars. The defense is chaired by the dissertation committee chair, who will act as moderator and rule on questions of procedure and protocol that may arise during the defense. All members of the dissertation committee must be present and must render a judgment on the candidate's performance.

Majority approval by the dissertation committee constitutes successful completion of the defense of the dissertation and is so reported by the dissertation chair. The student is expected to be an expert in his or her area of inquiry and is required to respond appropriately to probing questions asked during the oral defense. Any final revisions must be made after the defense and should be submitted to the dissertation committee and department chair for signatures on the title page of the dissertation. Once approval has been given, the student should acquire the signature of the committee members and begin the processing and distribution of the dissertation using Form 6, Thesis/Dissertation Acceptance. In case of failure, the dissertation committee may recommend that the candidate be dropped or allowed one additional chance to rework the dissertation and/or repeat the oral examination.

Dissertation Processing and Distribution

Presentation of a dissertation in partial fulfillment of degree requirements necessitates submission of the finished original work to the chair of the department for final approval, following oral defense and signature approval by the dissertation committee. Approval of the chair should be obtained prior to reproduction of the original work, in the event corrections need to be made. Upon final approval, the student must arrange for reproduction of four additional copies of the dissertation, for a total of five for submission to the Office of the Registrar for binding. Certain doctoral programs require more than five copies; students should consult appropriate graduate program directors. A final, approved, error-free original and four copies (more are required by some programs) of the dissertation must be received by the Office of the Registrar no later than the day prior to the beginning of the final examination period; that is, the last day of classes of the semester in which the degree will be taken. The completed document, approved by the dissertation committee and department chair, and copies should be accompanied by the following forms: Form 6, Thesis/Dissertation Acceptance; Form 10, Result of the PhD Comprehensive Examination or Requirement; and Form 11, Thesis/Dissertation Delivery, (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>). The date on the title page of the dissertation must match the date of graduation (May-August-December). A microfilming fee is also required of dissertation writers; a copyrighting fee is optional.

The student may order additional copies of the dissertation by making payment at the same time the required copies are ordered.

Dissertation Electronic Posting

All doctoral graduates from the Darden College of Education are required to post their dissertations on the department's web site prior to graduation. An electronic file of the dissertation shall be given to the chair of the department from which the student was admitted. The chair will coordinate with the department's web master to have the dissertation posted on the web of the department and Darden College of Education.

Publication Expectations

In coordination with the student's dissertation chair, the doctoral graduate should seek the authorship of a research journal article on his/her dissertation. The graduate can do this as a sole author or seek assistance and collaboration with the dissertation chair or committee members. A dissertation committee chair or member should mentor the student to assist him/her in establishing themselves as an authors and members of the community of scholars.

Application for Graduation for Graduate Students

Each graduate student must file an application for graduation for the appropriate degree. All degree requirements must be completed no later than the last day of exams for the term in which graduation is anticipated. Commencement ceremonies are managed through the Office of the Dean of Students. Information is posted to the commencement website at <http://studentservices.odu.edu/commencement>. Certification for graduation is a formal process initiated by the student. The student files a formal application for graduation with the Office of the Registrar and in accord with deadlines established by that office. If the application is not filed, there is no assurance that the degree will be granted that semester even though all other requirements have been fulfilled. A student must be formally registered for the semester in which the degree is to be conferred, either in dissertation credit hours or in department 999 or GRAD 999—a one hour audit course.

Graduate students who wish to apply for graduation should download the Graduation Application for Graduate Students from the Registrar's website, www.odu.edu/registrar; click on "forms." Application deadlines are published in the Guide to Enrollment on Leo Online and on the Registrar's website, but typically fall during the twelfth week of classes. Students should plan to apply during the semester prior to the expected term of graduation. Graduate students are encouraged to monitor their progress toward degree completion and to collaborate regularly with their graduate program director. In addition, graduate students must complete the Graduate Student Assessment prior to conferral of the degree. To get the student's name and dissertation title into the graduation booklet, university schedules for graduation must be met.

Requirements of Graduate Assessment

Old Dominion University has developed an institution-wide plan to assess the quality of its graduate academic degree programs. In addition, students are asked to assess their experiences with support services, University administration, and other aspects of their University experience. Students will complete the assessment at the end of their graduate degree programs. Prior to the completion of degree requirements, all graduate students must complete their assessment. Students will receive advanced notice of their eligibility to complete the measures, which may be accessed through the University's home page. The instrument is found at http://web.odu.edu/webroot/orgs/AO/assessment.nsf/pages/GSS_start. Failure to complete the assessments may preclude the student's right to receive his or her graduate degree. Assessment results are used to improve student learning and the educational experience at Old Dominion University, and they do not become part of students' records. Confidentiality is assured, as only aggregate data are reported and used in analyses.

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Application for Graduate Admissions (Form 4)

http://admissions.odu.edu/forms/ODU_GRAD_APP.pdf
<http://admissions.odu.edu/graduate.php?page=apply>

Thesis/Dissertation Acceptance and Processing (Form 6)

<http://www.odu.edu/ao/affairs/graduatestudies/dgradform6.pdf>

Result of PhD Examination or Requirement (Form 10)

<http://www.odu.edu/ao/affairs/graduatestudies/fgradform10.pdf>

Thesis/Dissertation Delivery (Form 11)

<http://www.odu.edu/ao/affairs/graduatestudies/ggradform11.pdf>

Request for Permission to take the PhD Candidacy Examination/Dissertation Defense (Form 15)

<http://www.odu.edu/ao/affairs/graduatestudies/kgradform15.pdf>

PhD Dissertation Committee (Form 16)

<http://www.odu.edu/ao/affairs/graduatestudies/lgradform16.pdf>

Request for Change in PhD Dissertation Committee (Form 17)

<http://www.odu.edu/ao/affairs/graduatestudies/mgradform17.pdf>

Leave of Absence from Doctoral Program (Form 27)

<http://www.odu.edu/ao/affairs/graduatestudies/vgradform27.pdf>

1-Hour ABD Notification for Graduate Assistants (Form 28)
<http://www.odu.edu/ao/affairs/graduatestudies/form28.pdf>

Application for Institutional Graduate Financial Assistance
http://admissions.odu.edu/forms/ODU_GRAD_APP.pdf

Graduate Application for Graduation
<http://www.odu.edu/ao/registrar/pdf/forms/gradappl.pdf>

Darden College of Education Dissertation Defense Application (Form A)
Appendix

Darden College of Education Dissertation Prospectus Approval (Form B)
Appendix

Darden College of Education Program of Study (Form C)
Appendix

Darden College of Education Written Comprehensive Examination Application (Form D)
Appendix

Darden College of Education Request for Admission to Candidacy (Form E)
Appendix

**Darden College of Education Form B
PhD in Education
Dissertation Prospectus Approval**

This is to certify that the dissertation prospectus entitled:

was presented and successfully defended by _____

in the Education Concentration, and was approved by the student's dissertation

committee on _____
Date

Dissertation Committee:

Date

Department Chair

Member

Member

Member

Received:

Graduate Program Director

Date

Human Subjects Approval: **Yes** _____

No _____

Chairperson, Human Subjects Committee
Darden College of Education

Date

Chairperson, Human Subjects Committee
Office of Research and Graduate Studies

Date

ORIGINAL
COPY:

Graduate Program Director
Student
Committee Members

Darden College of Education Form C
PhD in Education
Program of Study

Must be completed within first nine hours. Any changes must be approved by signature.

Name _____ UIN _____

Address _____
(street) (city) (state) (zip)

Phone: _____ E-mail: _____
(home) (work)

Date of admission _____
Date of orientation _____
Date of first course _____

Prerequisite(s) (If none are required, write N/A.)

Course #	Title	Semester	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Research Core

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Concentration Courses

_____	_____	_____	_____
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Dissertation

Prospectus

Human Subjects Approval

Defense

Application for Graduation

Graduation

Total credit hours (60 semester credit hours minimum)

Signatures

Date

Student

Specialty Area Advisor

Graduate Program Director

ORIGINAL Graduate Program Director
COPY: Student
Specialty Area Advisor

Darden College of Education Form D
PhD in Education
Written Comprehensive Examination Application

Name _____

(Address)

(City) (State) (Zip Code)

Phone: _____
(Home) (Work)

E-mail: _____

Semester Taking Examination:

_____ Fall 20 _____ Spring 20 _____

I will be:

_____ Writing the exam

_____ Using a university computer

ORIGINAL Graduate Program Director
COPY: Student

Darden College of Education Form E
PhD in Education
Request for Admission to Candidacy

I request that _____, UIN _____,
be admitted to candidacy for the _____
Concentration of the PhD in Education.

	<u>Date</u>
Prerequisites Completed	_____
Coursework Completed	_____
Internship Completed	_____
Candidacy Examination Passed	_____
Dissertation Committee Formed	_____
Dissertation Proposal Accepted	_____

Dissertation Committee Chair

Date

Student

Date

APPROVED:

Concentration Area Director

Date

Dean, College of Education

Date

Appendix
Instructional Design & Technology

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Introduction to the Ph.D. Program In Instructional Design & Technology

The Instructional Design and Technology (ID&T) Ph.D. program aims to develop competent scholars who will become practitioners and/or faculty in the field of instructional technology. We believe that all members of the profession should contribute to the knowledge base of the field. In the Ph.D. program our goal is to develop both your research and ID&T competencies. Your program of study will help you learn to 1) formulate research questions to address issues in the field, 2) design and conduct quality research to address your questions, 3) present your findings in a scholarly manner, and 5) apply the instructional design process to a variety of performance problems and learning environments to improve performance through the application of empirical research.

Admissions Criteria

Admission decisions are based on several criteria including GPA (graduate and undergraduate), a writing sample, GRE scores (analytical writing, verbal, and quantitative), letters of recommendation, and an individual interview with program faculty.

The minimum acceptable GRE scores vary each year depending on the number of students we are able to admit to the program. In general, it is expected that students will have a score of 500 on the verbal and quantitative tests and 4.5 on the analytical writing test of the GRE.

All applicants must write an entrance essay as their writing sample.

All applicants must submit 3 letters of recommendation, preferably from university faculty who are familiar with your academic work.

International Student Admission

If you have already obtained a degree in the United States, the Test of English as a Foreign Language (TOEFL) is not required for admission.

- A TOEFL score of 550 (213 on the computer-based score) is required for undergraduate and graduate degrees.
- Admitted students who have scored between 500 and 550 (213 on the computer-based score) on the TOEFL are eligible for the Graduate Bridge Program. Refer to International Admissions Requirements.

Details on International Student admissions can be found on the Old Dominion website at <http://admissions.odu.edu/international.php>.

Getting Started

When you are admitted to the Ph.D. program in ID&T, you will be assigned an advisor. Once you start your program, you should schedule a meeting with your advisor to plan your course of study. The requirements for the program are listed on the ID&T website at <http://education.odu.edu/eci/idt/>. A form for submitting your plan of work is included in the Ph.D. Handbook. You should review this Handbook, the University catalog, and the ID&T website to familiarize yourself with policies and requirements for the program.

Expectations

The faculty-student relationship is based on two assumptions. First, faculty are responsible for mentoring and developing the students' research and ID&T skills. Second, students are enrolled in the program to develop their knowledge of the field. The following paragraphs describe the expectations of faculty and students in the program.

Advising

Faculty expect students to have knowledge of the policies and requirements of the University, to make appointments for advising, and to keep their advisor informed of their progress. To successfully advise a student, the student needs to develop a clear set of professional goals and communicate these goals to their advisor. Students can expect faculty to consider their background and develop a plan that will help the student achieve personal and professional goals.

Research Projects

Faculty expect students to be involved in research projects and have 1-2 publications and/or presentations (either as sole or co-author) in national or international organizations by the time they start their dissertation. To accomplish this goal, students need to be involved in research projects from their first year. Given the low acceptance rate of many journals in the field, students should choose projects wisely and not over-commit. Once a student commits to a project, faculty expect the student to devote the needed time to complete the project. Faculty are expected to encourage students to participate in various aspects of research projects and to pursue their own interests. Prior to a student's involvement, the faculty member and student should discuss the student's involvement from beginning to end so that both can make the right decision. Students who decide not to participate because of already being over-committed should not be penalized by the faculty. Students who work on a project can expect faculty to provide mentorship with various aspects of the project.

Course Work

Faculty are expected to introduce students to new knowledge and to further develop the students' expertise in a variety of areas. A professor may offer topics for students to further develop in collaboration with the professor. When pursuing such topics, the professor and student should understand the working relationship (see research projects). As part of their course work, students should seek to develop papers that develop their expertise in areas that have potential for research and publication. When working with a

professor to develop a topic, the student should understand if the project is expected to go beyond the time frame of the course.

ID&T Program Faculty

Dr. Gary R. Morrison, Professor and Graduate Program Director. Expertise in instructional design, distance education, K-12 technology integration, message design, instructional technology research, design of computer-based instruction, and individualized instructional methods. Research interests include cognitive load theory, instructional strategies, distance education, and technology integration.

Dr. Rick Overbaugh, Associate Professor. Expertise in instructional systems design, instructional design theory, applied instructional design, multimedia design and development, curriculum design, and educational technology integration. Research interests focus on the efficacy of instructional strategies and collaborative tools in distributed teaching/learning environments, and hierarchical assessment of knowledge acquisition

Dr. Amy Adcock, Assistant Professor. Expertise in instructional design, cognitive processes related to learning, development and implementation of multimedia learning environments. Research interests include cognitive load theory, the role of visual representations, pedagogical agent learning environments, the role of affect in learning and adoption of classroom innovations.

Research Residency

Each student will complete a research residency prior to taking their written comprehensive examinations. This research residency is a research project directed by their advisor. The student will develop a proposal for the research residency project and submit to their advisor for approval. After conducting the study, the student will prepare a scholarly paper and submit it for publication or presentation at a regional or national journal or conference. Students should meet with their advisor to create a work schedule and obtain guidelines for preparing the proposal and paper. It is expected that the student will work closely with the faculty during all phases of the study. The letter/email indicating receipt of the paper for consideration of presentation or publication must be submitted to the advisor prior to applying to take the comprehensive exam.

Continuation

The program faculty will meet to evaluate the progress of each student an annual basis to determine the student's progress toward their doctoral degree. This annual assessment will determine the progress that a student is making in coursework, assistantships (if applicable), dissertation, and contributions to the profession, specifically publications, presentations, memberships, and grant production. A written evaluation will be provided and faculty will meet with the students to discuss the assessment. If the academic team judges that sufficient progress is not being made, they will place the graduate student on "concentration area academic probation". If a student is placed on probation, reviews will be undertaken each semester, including summers. If coursework

grade-point averages or other evaluative progress indicators fall below university expectations, the University may place a student on academic probation or suspend them from the university

Courses and Ph.D. Course Requirements

The following links provided updated information on the courses in the program as well as the course requirements for the Ph.D. program.

Courses Descriptions:

<http://education.odu.edu/eci/idt/prospective/courses.shtml>

Ph.D. Course Requirements:

<http://education.odu.edu/eci/idt/prospective/doctorate.shtml>

Ph.D. Plan of Work:

http://education.odu.edu/eci/idt/images/PhD_worksheet.pdf

Professional Organizations and Journals

We strongly encourage our doctoral students to join and become active in one or more professional associations early in their careers. Membership in these organizations and attending regional and national meetings provide students with an opportunity to meet researchers and practitioners in the field and to develop a network that is valuable for career development. The following is a list of professional organizations.

Association of Educational Communications and Technology

<http://www.aect.org>

Association for the Advancement of Computing in Education

<http://aace.org/>

American Association of Educational Research

<http://www.aera.net>

International Society for Performance and Instruction

<http://www.ispi.org>

International Society for Technology in Education

<http://www.iste.org/>

As a doctoral student, you are encouraged to develop regular journal reading program that will support your research and dissertation. The following is a sampling of

journals that might be of interest. Many of these are available in hard copy or online through the library.

American Journal of Distance Education

British Journal of Educational Technology

Computers in Human Behavior

Contemporary Educational Psychology

Distance Education

Educational Technology

Educational Technology Research & Development (ETR&D)

Educational Psychologist

Instructional Science

Journal of Educational Computing Research

Journal of Interactive Learning Research

Journal of Learning Sciences

Journal of Educational Psychology

Performance Improvement Quarterly

Quarterly Review of Distance Education

Review of Educational Research