Proposal for Alternative Doctoral Residency (ADR)

Degree Program Name: Instructional Leadership, Ph.D.
Concentration: Instructional Technology
Department of Educational Leadership, Policy and Technology Studies

A. Statement of Need. The Instructional Technology concentration has experienced two unintended consequences of the traditional residency policy (detailed in subsections 1 and 2 below) that lead us to make this alternative residency proposal.

Current Graduate School Policy on Residency Requirement:
The student must spend an academic year in continuous residence on the campus of The University of Alabama as a full-time student in the Graduate School or, if specifically approved by the faculty concerned, (a) one spring semester as a full-time doctoral student and the following fall semester as a full-time doctoral student, or (b) a summer (consisting of two terms as a full-time doctoral student), with immediately preceding spring or immediately following fall semester as full-time doctoral student. This requirement can be satisfied only by enrolling in coursework; dissertation or thesis research cannot be used. Courses delivered via IITS, GOALS (online), or QUEST formats may not be used to satisfy residency requirements.

Problems with Traditional Residency Policy
We have experienced two unintended consequences of the traditional residency policy:

1) Student performance. There is a noticeable difference in class performance for our part-time students enrolled in six hours of coursework during a semester and those same students enrolled in nine hours of coursework. Our part-time students, who hold full-time jobs, don’t perform as well when enrolled in nine hours of coursework. These students have limited study hours due to their full-time work. Those limited hours spread over three courses in a single semester are too much for these students to manage and maintain a high performance level.

2) Disadvantaged workers. Our program disadvantages working adults in the state and across the region who are unable to put their jobs on hold to pursue doctoral study and those who lack the workplace flexibility to negotiate the time off needed to meet the traditional residency requirements. These workers are employed by local and regional school systems, educational agencies in the State of Alabama, and other private and public business organizations.

Each year we receive inquiries from working adults interested in pursuing doctoral study, who after being informed of the residency requirements, decide that graduate study is not an option for them and who decide not to apply. We also have students who apply, are accepted, and then decide not to attend because of the time requirements of the traditional residency policy.

Proposed Alternative Residency Policy
Our proposed alternative residency policy provides students with a full doctoral experience while allowing them to maintain a level of employment that does not negatively impact their current livelihood. Specifically, we propose to: 1) add one new course to the current program of study of students pursuing alternative residency, 2) spread the current 18 hours of required doctoral residency hours across three semesters instead of the traditional two; and 3) allow a limited number of existing Gadsden and online/distance courses to be included in the 18 hours of
residency coursework. We expect that our full-time doctoral students will continue to pursue traditional residency, while past experience indicates that the vast majority of our part-time students (more than 80% of our enrollment) will take advantage of the alternative residency policy.

B. Our alternative doctoral residency program will fulfill the spirit of residency by featuring all of the following value constructs:

a. Immersion in advanced study and inquiry.

  - Students will enroll in 18 hours of graduate level coursework across three consecutive semesters. The 18 hours of coursework must include:
    - no more than 6 hours of online / distance education coursework (includes Gadsden Center offerings)
    - a minimum of 9 hours of approved coursework on the Tuscaloosa campus, and
    - 3 hours of coursework in AIL 691: Doctoral Seminar: Instructional Technology, a new course developed especially for alternative residency
    - a minimum of 4 hours of on-campus coursework during each of the three semesters of alternative doctoral residency, including the one-hour of AIL 691

Students in the alternative doctoral residency program must register for one hour of coursework in AIL 691 each of the three semesters of doctoral residency, with the first semester being a required one-hour course. After completion of the first semester (1-hr) course, students will enroll in two additional semesters of AIL 691 (1-hr in each consecutive semester following the first semester of the residency portion of the degree plan) with a faculty mentor / advisor. The faculty mentor / advisor will develop and execute an individual mentoring and development plan with the student. Students enrolled in AIL 691 will work with their advisor each semester and receive a Pass / Fail grade.

The purpose of AIL 691 is to mentor students in scholarly activity and promote their involvement in the community of scholars at the University of Alabama. The course experience will assist in establishing a vision of academic life and engagement that will outlast the time students are establishing residency. A copy of the syllabus is provided in Appendix A.

With the addition of AIL 691, students pursuing alternative doctoral residency will have 3 hours added to their program of study. Table 1 shows the program of study requirements for students pursuing traditional residency and students pursuing alternative residency.

Table 1. Program of study requirements for students pursuing traditional and alternative residency.

<table>
<thead>
<tr>
<th></th>
<th>Traditional Doctoral Residency</th>
<th>Alternative Doctoral Residency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology (AIL) courses</td>
<td>24 hours</td>
<td>27 hours, with addition of AIL 691</td>
</tr>
<tr>
<td>Leadership (AEL) courses</td>
<td>12 hours</td>
<td>12 hours</td>
</tr>
<tr>
<td>Research (BER) courses</td>
<td>12 hours</td>
<td>12 hours</td>
</tr>
<tr>
<td>Foundations (BEF) courses</td>
<td>12 hours</td>
<td>12 hours</td>
</tr>
<tr>
<td>Dissertation Hours</td>
<td>24 hours</td>
<td>24 hours</td>
</tr>
</tbody>
</table>
b. **Interaction with faculty and peers.**

The nine hours of coursework on the main campus and the three hours of coursework in AIL 691 assure that students have mentoring as well as constant and quality interaction with peers and the UA community. Further, doctoral students are required to complete 12 credit hours in Instructional Technology core classes during the residency period (see Appendix B).

Traditionally, doctoral students have chosen to complete one or two doctoral core courses during their initial semesters and move through those courses as an informal cohort. The technology (AIL) courses are Weekend courses offered on five Saturdays during the semester. The first semester of AIL 691 will be offered on four Friday evenings, preceding those Saturdays. These coursework requirements and the informal cohort delivery model provide a basis for strong student-faculty and student-student interaction. The first-year course progression for full-time students pursuing traditional residency and part-time students pursuing alternative residency is shown in Table 2.

| Table 2. Course progression for full-time and part-time students during residency period. |
|-----------------------------------|----------|----------|--------|
|                                    | Fall Semester | Spring Semester | Summer Semester |
| Full-time students                  | AIL 601 | AIL 690 | AIL 602 |
| pursuing traditional residency     | BER 540 |  | AIL 605 |
|                                   |         |  | AEL 682 |
| Part-time students                 | AIL 601 | AIL 690 | AIL 602 |
| pursuing alternative residency     | AIL 691 (1-hour) | AEL 620 (online) | AIL 601 |
|                                   |         | AIL 691 (1-hour) | AIL 691 (1-hour) |
|                                   |         |  | AIL 606 |
|                                   |         |  | BEF 575 |

Note that AEL 620 is an existing online course. No online courses are being created for this alternative residency proposal. Our doctoral students currently take online and Gadsden courses during their non-residency semesters.

c. **Access to education resources at the university.**

Students in the alternative doctoral residency program will have the same access to resources at the university as any other student.

d. **Interchange of knowledge with the academic community.**

The nine hours of coursework on the main campus and the three hours of course work in AIL 691 assure that this will take place.

e. **Broadening of educational and cultural perspectives.**

Access to the alternative doctoral residency program will provide local, state and regional students with opportunities to pursue the doctoral degree. A central purpose and foundation of this degree is the broadening of educational and cultural perspectives. These opportunities are available for our students to study and research in international and domestic contexts and adopting the proposed alternative doctoral residency guidelines will support this purpose.

C. **Brief description of ongoing measures of academic success of students following the traditional and alternative doctoral residency, which in four years you will present as part of your comparison documenting the success of the two groups of students.**
• Performance on comprehensive examinations
• Publication rates for dissertations
• Conference/workshop/seminar attendance rates (campus and beyond)
• Conference/workshop/seminar presentation rates (campus and beyond)
• Professional service levels (campus and beyond)
• Time to degree
• Degree completion rates
• Student satisfaction
• UA course evaluations of AIL 691

D. Brief description of the proposed alternative residency that would appear in the Graduate Catalog and/or on the Graduate School website’s list of departments the Council has approved for alternative doctoral residency in addition to traditional residency.

Students pursuing alternative doctoral residency in the Instructional Technology program (Instructional Leadership degree with a concentration in Instructional Technology) will enroll in 18 hours of approved graduate level coursework across three consecutive semesters. The 18 hours of coursework must include at least nine hours of approved coursework on the Tuscaloosa campus, three hours of coursework in AIL 691: Doctoral Seminar: Instructional Technology, and no more than six hours of advisor approved online / distance education / Gadsden coursework.
Appendix A: Syllabus for AIL 691

AIL 691
Doctoral Seminar: Instructional Technology
1 credit hour. Fall. Formal seminar series.
1 credit hour. Spring. Independent project with faculty advisor.
1 credit hour. Summer. Independent project with faculty advisor.

Fridays (Fall): 6:00-8:50 (Dates TBA)

Department: Educational Leadership, Policy, and Technology Studies
Credit Hours: One.
Instructor: Course facilitated by course leaders Drs. Vivian Wright, Angela Benson, Margaret Rice, and Timothy Lewis
Office: Program Office, 302 Graves Hall
Telephone Number: 205-348-1166
Email: Program Coordinator, Dr. Angela Benson, abenson@bamaed.ua.edu

Catalog Course Description
This doctoral seminar/workshop presents opportunities to study or work independently on topics or projects of collective concern in a doctoral program of study, specifically those topics which can contribute to the success of those students enrolled in the concentration of instructional technology. Topics will vary and will include policies in the doctoral program of study, ethics in teaching, research and service, and potential research topics that address today’s educational technology issues and trends.

Conceptual Framework
The College of Education prepares future practitioners with an understanding of the nature and purposes of education, together with the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially responsible, theoretically informed, and research based effective practice.

Course Objectives and Student Outcomes
Doctoral students will:

- become oriented to the procedures and policies involved in the doctoral program
- engage in discussion of processes for doctoral study, from coursework to preparing for dissertation and selecting a committee
- receive valuable information, tips, and an overview of using APA (6th ed.) style throughout doctoral journey in the College of Education
- become familiar with resources and valuable information in regard to ethical issues such as plagiarism, copyright, and fair use
- have opportunities to network with faculty and graduate students who have prepared for a conference presentation (roundtable and poster sessions specifically); and receive tips on presenting and publishing research/work
• receive direction from faculty on how to prepare and update a professional vitae and how to prepare for life after doctoral journey

• receive an overview of current faculty research and doctoral student research

• receive and understand a synthesis of the significant constructs and themes that cut across different research projects and perspectives (in addition to the significant differences)

• participate in discussions of the role of research in the doctoral program and how faculty help prepare students to conduct research while participating in the program

Course Methods
This course will feature topics related to three strands: Informational, Professional Development and Research (both faculty and student research). Four workshops/seminars are presented with each strand being represented each of the four class meetings. Topics will focus on presenting information, dialog, networking opportunities, and insight not typically or easily obtained in any one doctoral course offering. Each seminar will be led by a different Instructional Technology faculty team member, with other faculty and current doctoral students presenting on topics of interest and of importance to the entering/beginning doctoral student. Sessions will also include informal roundtable discussions.

Course Policies
As this course is limited to four official class meetings, students are expected to attend each doctoral seminar session.

All assignments/products are due on the due date in the course calendar. Late assignments will receive deductions. If you are unable to complete the product by the due date because of illness, provide a doctor’s excuse to get an extension. If you have extenuating circumstances other than illness, contact the Instructor to discuss your circumstances; extensions will be made on an individual case-by-case basis at the discretion of the professor.

University Policies

❖ Academic Misconduct and Plagiarism

Policy on Academic Misconduct “All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Policy will be followed in the event of academic misconduct.” The University of Alabama’s full academic misconduct disciplinary policy may be viewed at http://facultysenate.ua.edu/handbook/append-c.html.

Plagiarism: Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student, as one's own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and suspension from the University. For more information, see http://facultysenate.ua.edu/handbook/append-c.html.
The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all area of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents. If you have any questions or comments about Turnitin.com, please contact Dr. Marilyn Staffo at mstaffo@frc.ua.edu.

Compliance with the Americans with Disabilities Act

In keeping with its mission and in accordance with the Americans with Disabilities Act (ADA) and other applicable laws, The University of Alabama is committed to providing persons with disabilities an equal opportunity to participate in and benefit from all programs and services offered by the University. If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 348-4285 (http://ods.ua.edu/) or visit their office to register for services. Further information about Disability and Accommodations issues can be found at http://eop.ua.edu/disabilities.html.

Required Course Texts (and Readings, etc.)
Assigned prior to each session by session faculty team leader; posted to eLearning site; or otherwise noted by facilitator.

Evaluation/Assignments
All assignments/products will have instructions for preparation, specific to the session and the faculty session leader.

Course Outline
The sessions and general topics, including session leader and other faculty/graduate student representation is outlined below:

TENTATIVE: Faculty Leader will notify you in advance of readings, additional guests, and any changes to the scheduled topics/speakers.

Session 1
TOPIC: Navigating through your graduate student journey: An overview of doctoral programs and procedures

Faculty Leader: Instructional Technology Faculty

Participating faculty: TBA

Guest: Beth Yarbrough, Registrar of the Graduate School
Topics: Overview of the doctoral program; introduction of faculty; discussion of paperwork; establishing committees; collaborating with faculty; student expectations; faculty expectations

Session 2
TOPIC: You as the researcher

Faculty Leader: Instructional Technology Faculty
Participating faculty: TBA
Doctoral Student Panel: TBA

Topics: Ethics; APA, research and writing processes; presentation and publication skills and advice; shared research; where doctoral students might get involved in faculty research

Session 3
TOPIC: Comprehension exams and the dissertation: From conception to completion

Faculty Leader: Instructional Technology Faculty
Participating faculty: TBA
Doctoral Student Panel – establishing a research agenda; navigating throughout the process;

Topics: Comprehensive exams overview; Faculty and student research; research themes; your topic; overview of the dissertation; developing a committee; stages of development (prospectus, proposal, defense)

Session 4
TOPIC: After graduation: Employment concerns

Faculty Leader: Instructional Technology Faculty
Participating faculty: TBA

Topics: After the doctoral program; preparation for job interviews; job search process; personal and professional goals/growth; building a professional vitae

Course Bibliography and/or References:
Forwarded/presented by each faculty team leader and participating session faculty and posted in eLearning
Appendix B: Doctoral Core

Doctoral students must complete four courses from the approved Doctoral Core Courses for a total of 12 semester hours.

AIL 691 Doctoral Seminar: Instructional Technology. One hour. Students are required to enroll in AIL 691 during each semester of doctoral residency. At the end of residency, students will have been enrolled in three hours of AIL 691.

AIL 601 Theories of Learning Applied to Technological Instruction. Three Hours.

AIL 602 Electronic Instructional Design. Three hours.

AIL 603 Telecommunications and Networking. Three hours.

AIL 604 Distance Technologies. Three hours.

AIL 605 Interactive Multimedia Processes. Three hours.

AIL 606 Software Technology. Three hours.

AIL 607 Readings in Instructional Technology. Three hours.

AIL 690 Seminar in Instructional Technology. Three hours.

AIL 689. Practicum in Instructional Technology. Three hours.

BER 540 Statistical Methods in Education. Three hours.

AEL 681 Ethics and Education. Three hours.

AEL 667 Multicultural Education. Three hours.