



Masters (M.S.) in Instructional Systems

*Department of Educational Psychology & Learning Systems
Florida State University*

Handbook of Policies, Procedures, and Requirements for the Masters Degree in Instructional Systems

With Majors in
Instructional Systems
Open and Distance Learning
Performance Improvement/Human Resource Development

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Major

The field of Instructional Systems is concerned with the improvement of educational and training programs through the application of research and technology. Instructional Systems is a relatively new area of specialization which draws upon the fields of psychology, communications and management in order to improve human performance.

Within the Instructional Systems Program (<http://insys.fsu.edu/>), which is in the Department of Educational Psychology and Learning Systems at Florida State University (FSU), there are three choices of majors. The first major, which is the foundation of the program, is Instructional Systems. It is offered both residually and as an online program via the Internet. The other two majors are Open and Distance Learning (ODL) and Performance Improvement and Human Resource Development (PI&HRD), which are offered online as well. Students also have an option of earning a Human Performance Technology Certificate and an Online Instructional Development Certificate. Descriptions of the ODL and PI&HRD majors and the certificate programs are captured in separate documents.

While materials development and the utilization of technology are core skills in the curriculum, students in the Instructional Systems program also study the theoretical basis for, and receive applied training in, the total design, development, implementation, and management of education and training programs. Skill areas range from needs assessment and job analysis through system design and evaluation. The use of computers in performance improvement receives significant emphasis in the program.

Students who enter the master's program usually have little or no previous training in Instructional Systems. They represent a wide range of undergraduate majors including such areas as psychology, sociology, and English, as well as art, music, and teacher education. In the master's program, students learn the skills that will prepare them to take positions in many types of organizations including business, industry, government, and education.

Those master's graduates who choose to continue in the doctoral program are joined by master's graduates from various related academic areas. The doctoral program builds upon the practitioner skills learned in the master's program and includes emphasis on research and management skills. Recent doctoral graduates have advanced rapidly in positions with universities and major industries. Numerous international students have been attracted to both the master's and doctoral programs in Instructional Systems.

Department

The Department of Educational Psychology (<http://www.epls.fsu.edu/>) and Learning Systems offers only graduate-level programs. The department consists of three program areas: Instructional Systems, Educational Psychology, and Psychological Services. The major areas of study are Distance Learning, Instructional Systems, Learning and Cognition, Measurement and Statistics, Sport Psychology, Mental Health Counseling, School Counseling, Career Counseling, and School Psychology. The combined enrollment within the department is over 300 students.

The department is closely affiliated with the university's Learning System Institute, which is internationally known for major research and development projects related to instructional design, distance learning, and evaluation and which provides numerous graduate assistantship opportunities.

Program Goals

The Instructional Systems Program helps you build competencies in several areas, with the overall goal of developing skill sets that will allow you to take on major responsibilities in an analysis, design and development setting.

The Instructional Systems Program is based on several competencies:

Communication and Leadership

Articulating goals and processes of the program/project. Conceptualizing, synthesizing, promoting, and directing a program/project that reflects a commitment to organizational goals and professional ethics.

Design

Planning and selecting instructional strategies and performance support tools based on performance objectives whereby all elements related to performance and learning is systematically brought together.

Evaluation and Research

Gathering and interpreting data applicable to various aspects of improving human performance for the purpose of making management and instructional decisions.

Implementation

Managing the learning environment and delivering instruction in a variety of settings that provide opportunities for active learning.

Management

Developing and implementing programs/projects that facilitate the achievement of educational/organizational goals through organization, change, project, and personnel management.

Media and Technology

Planning, selecting, modifying, designing, producing informational, instructional, and performance support materials.

Admission

The following admission criteria apply to all applicants. These criteria are necessary but do not guarantee admission that depends on a variety of factors including maximum allowable enrollments.

1. A statement of purpose from the applicant indicating career goals and expectations, previous academic work experience, publications (if any), and other accomplishments.
2. Three recent letters of recommendation from former teachers/ professors or other persons qualified to make predictive statements regarding the applicant's possible success in graduate studies, personal and work characteristics, intellectual ability and/or scholarly attainments.
3. All applicants must provide a recent Graduate Record Examination (GRE) score along with transcripts of collegiate coursework. The verbal reasoning score of the GRE should be 152 or above; the analytical writing score of the GRE should be 4.0 or above.
4. All international applicants must provide a recent Test of English as a Foreign Language (TOEFL) exam score. They must exceed the University minimum score of 85 on the TOEFL or an equivalent examination before being admitted to the department. Two copies of transcripts of all collegiate study must also be submitted.
5. All masters' applicants must have a minimum 3.0 GPA for the final two years of undergraduate study.

The above information must be provided by the applicant.

Application Deadline

The following dates are the COE admission deadlines for each term: Fall – July 1st, spring – November 1st, and summer – March 1st. All applicants applying *after* the deadline will be considered for admission if space is available. It is also possible to apply for admission at the beginning of the spring or summer semesters. Please contact the Instructional Systems Associate Coordinator (Mary Kate McKee – mmckee@campus.fsu.edu) for details.

NOTE: If you want to be considered for university or college scholarships, applications must be received by November 1st to enroll in the following Fall semester and to meet the deadlines for applying for all of the relevant forms of financial aid (see details below).

Financial Assistance

Financial assistance for qualified students may be available in the form of university and college fellowships, graduate teaching and research assistantships, and out-of-state tuition waivers.

Applications for university and college scholarships and fellowships must be received by January. For more information on financial aid, please visit <http://www.coe.fsu.edu/finaid>. Graduate assistantships might be available depending on the availability of funding. Admitted students are encouraged to contact their advisor regarding availability of assistantships relevant to their research interests.

Program Procedures

Assignment of an Advisor

When a student is admitted, he/she is assigned an advisor based on the recommendation of the Instructional Systems program leader. The assignment is made based on a match of student and faculty interests and background, as well as faculty load.

Qualification

There is no separate qualifying procedure for Masters degree students. Acceptance into the program constitutes qualification.

Program of Study

Planning and approval of the program of study occurs no later than the end of the first semester of enrollment. The program is approved by the student's advisor and the Educational Psychology and Learning Systems program Chair.

Masters Comprehensive Exam

The purpose of the Masters Comprehensive examination is to assess the student's ability to synthesize the information and skills that have been acquired through courses and the internship experience and to prepare a professional-looking portfolio for use in future job search. It is not a course-type final examination, but rather an opportunity to demonstrate the integration of the knowledge and skills of the student by means of a portfolio.

Students prepare a portfolio of some of the products they have produced either in the program or in other settings such as their past or current employment. Portfolio consists of the following major sections: (a) a goals statement describing specifically the kind of position students expect to hold when they graduate, (b) a select set of products that students have produced while in the program or in other relevant settings. The products serve as evidence of capabilities students have as they search for future employment, and (c) annotations that describe where each product came from and what it signifies regarding student capabilities.

The portfolio preparation begins with the day the student enters the program. During their first semester in the program, students meet with their advisors to discuss their career goals and portfolio expectations. The final portfolio is submitted during the final semester of enrollment in the masters program at a time established by the program leader. The student should enroll in EDF 8966 (0) hours, and contact the Office of Student Services (voice: 850-644-3760, Fax: 850-644-6868) to obtain the appropriate forms. The Program-of-Study form must be on record before the paperwork for the master's examination can be completed.

Students will submit their portfolios by the due date given by the program leader. The student advisor will review the portfolio during the following two weeks. After reviewing the portfolio, the reviewer will e-mail a completed review form indicating the outcome to the student and to the associate program coordinator. Students must then obtain the College of Education masters comprehensive examination results form, have it signed by the major professor, and submit it to the Office of Student Services. A grade for the exam must also be recorded at the end of the semester.

For more detailed information, please visit <https://sites.google.com/site/instrsys/portfolios>.

Internship

All M.S. degree students are required to complete an internship designed to provide on-the-job experience in developing the competencies related to your major. It is the student's responsibility to locate an appropriate setting; therefore, planning for the internship should begin during the first semester of study. For the purposes of Instructional Systems program, an internship is a product or a service that is produced in response to a client need and that provides student with an opportunity to apply skills learned during their studies in the program.

Prior to the semester, during which the internship will be taken, the student should:

Describe personal goals and expectations for the internship by submitting Internship Expectations Form to the internship coordinator by January 31 if the student intends to complete internship during the upcoming Summer or Fall semesters of the given year or by September 30 for internships during the Spring semester of the following calendar year.

Locate a setting (possibilities will be suggested by the internship coordinator).

Negotiate entry into the setting (e.g., obtain permission of relevant personnel, agree upon remuneration if applicable), and

Document planned responsibilities via a Memorandum of Agreement, to be signed by the student, supervisor, and the internship coordinator.

During the internship semester, the student should enroll for three semester hours in EDF 5942 Field Lab Internship under the name of the internship coordinator. The student and internship supervisor should negotiate the student's working hours. It is expected that approximately three hours will be spent per week per credit hour of enrollment. As a general rule, a 3-credit internship would require about 150 hours of work within a given semester. However, no more than 4 credit hours may be awarded for an internship, regardless of length or hours of work, and only 3 credit hours can be counted toward the minimum of 36 required for the Masters degree.

During the internship semester, students will participate in a series of online experience sharing, reflection, and evaluation activities with other interns under the supervision of the internship coordinator. The purpose of these activities is to maximize student internship experience by reflecting on the lessons learned and connecting practical experience on the job with academic coursework content.

At the end of the internship, the intern's supervisor will provide the internship coordinator with a Performance Appraisal Report about the student's performance. This appraisal will be placed in the student's permanent file. In addition, the student will provide the internship coordinator with a written Internship Report with a description of activities completed during the internship, a reflection of key lessons learned, as well as an assessment of the organization as an internship site. These reports will be

kept in the student's permanent file as well as by the internship coordinator for use by students planning internships. The internship coordinator will then assign a grade for the internship. The internship will be evaluated on a pass/fail basis.

Student will receive a passing grade for completing the internship if:

- Their Performance Appraisal Report by internship supervisor is satisfactory
- They have submitted a thorough Internship Report
- They have actively participated in the online community activities as specified by the internship coordinator

Students are strongly encouraged to work in a different organization or at least in a different department or division than their current employment site in order to gain as much real world-experience as possible. However, internship at their current site of employment, including their school for classroom teachers, may also be arranged. All the provisions for the internship stated above will also apply to this situation except that the internship coordinator or other appropriate faculty will also serve as the student's supervisor.

Graduation Requirements

Students must register to graduate through the Office of the Registrar in the first week of the term in which they will complete all degree requirements. Final graduation clearance checks must be requested in the term prior to the final term, from both the Registrar's Office and the academic dean's office. Commencement ceremonies to confer degrees are held at the end of fall, spring, and summer semesters. No one is allowed to participate in a ceremony before completion of requirements. Students who do not graduate after applying for the degree will be charged \$5 to pay for printing a new diploma. If you are interested in participating in the graduation ceremony, contact the Office of the Registrar (850) 644-5850 for more information.

The faculty advisor must complete the Graduation Approval Form before a student can be listed for graduation.

Curriculum & Course Requirements

The following is a listing of the course requirements for the Masters of Science degree program in Instructional Systems. The 36-semester credit hour consists of the following course requirements:

Instructional Systems Major - Required courses (15 credits):

Instructional Systems Foundations

EME 5601 Introduction to Instructional Systems (3)

EME 5608 Trends and Issues in Instructional Design and Technology (3)

Principles of Learning, Performance and Instruction

EDP 5216 Theories of Learning and Cognition for Instruction (3)

Instructional Design and Development

EME 5603 Introduction to Systematic Instructional Design (3)

Inquiry and Measurement

EDF 5442 Inquiry and Measurement Course (3)

Open and Distance Learning Major - Required courses (15 credits):

Instructional Systems Foundations

EME 5457 Introduction to Distance Education (3)

Principles of Learning, Performance and Instruction

EDP 5216 Theories of Learning and Cognition for Instruction (3)

Instructional Design and Development

EME 5603 Introduction to Systematic Instructional Design (3)

EME 6415 Development of Computer Courseware (3)

Inquiry and Measurement

EDF 5442 Inquiry and Measurement Course (3)

Performance Improvement / Human Resource Development Major- Required courses (18 credits):

Performance Improvement and Human Resources Foundations

ADE 5083 Human Resources Development (3)

EME 6691 Performance Systems Analysis (3)

Principles of Learning, Performance and Instruction

EDP 5216 Theories of Learning and Cognition for Instruction (3)

Instructional Design and Development

EME 5601 Introduction to Instructional Systems (3)

ADE 5189 Staff Training and Development (3) or EME 5603 Introduction to Systematic Instructional Design (3)

Inquiry and Measurement

EDF 5461 Program Evaluation (3) Inquiry and Measurement Course (3)

Capstone requirements (3 credits):

EDF 5942 Field Internship (3)

EDF 8966 Comprehensive Examination: Professional Portfolio (0)

Electives:

18 hours—Instructional Systems & Open and Distance Learning Majors

15 hours—Performance Improvement/Human Resource Development Majors

Courses may be taken within or outside the EPLS department.

Total Hours: 36

Inquiries

When possible, a personal visitation with faculty and current students is encouraged. Request for further information or for application materials for admission may be addressed to any member of the faculty, or to the:

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The Instructional Systems' website is <http://insys.fsu.edu/>
The Department of Educational Psychology and Learning Systems' website is <http://www.epls.fsu.edu/>