



Doctorate (Ph.D.) in Instructional Systems
Department of Educational Psychology & Learning Systems
Florida State University

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

(Draft) Effective Fall, 2009

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(Based on 2006 curriculum redesign
and subsequent modifications.)*

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The Major

The field of Instructional Systems is concerned with the processes for creating effective, efficient, and engaging learning environments and with the improvement of educational and training programs through the application of research and technology. This area of specialization incorporates principles from numerous disciplines including education, psychology, communications and management with the practical aim of improving instruction, learning, and performance. The Florida State University **Instructional Systems Program** (<http://insys.fsu.edu>) is distinctive in that it also provides you with the opportunity to learn the principles and practices of Human Performance Technology which affords you an expanded set of employment opportunities. This area of professional practice provides a broader perspective on the identification of various causes of human performance problems and the kinds of improvement strategies that are available in addition to programs of instruction, training, and education.

Students in the Instructional Systems program study the theoretical basis for, and receive applied training in, the design, development, implementation, evaluation, and management of education and training programs. Skill areas range from needs assessment and job analysis through instructional design, multimedia development and evaluation. The doctoral program differs from the master's program by its strong emphasis on research.

Students who enter the doctoral program are not required to have any previous training in Instructional Systems and have a broad variety of undergraduate majors, although some have a master's in Instructional Systems or a related field. Recent doctoral graduates have advanced rapidly in academic positions with universities, major industries, and as private consultants. Doctoral students are diverse not only in academic backgrounds, but they also represent a number of nations from around the world.

The Department

The Instructional Systems Program is part of the Department of Educational Psychology and Learning Systems (EPLS) (<http://www.epls.fsu.edu/>) which also includes two other major program areas: Educational Psychology and Psychological Services.

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*

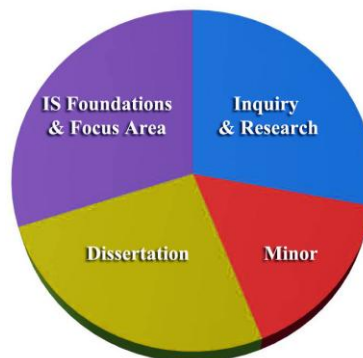
The doctoral program in Instructional Systems Program helps you build competencies in several areas, with the overall goal of developing a program of research based on an *integrated understanding of inquiry and practice in a focused content area of interest*.

1. Inquiry / Research:

- a. Design and implementation of research studies
- b. Quantitative and qualitative data analysis and research methods
- c. Measurement, assessment and evaluation

2. Instructional Systems Foundations

- a. Instructional design and development
- b. Human performance technology and instructional systems
- c. Learning and instructional theories and models
- d. Trends and current issues in the field
- e. **Focus Area:** specialization within instructional systems



3. Expertise in a related discipline (Minor)

A minor consisting of a minimum of 12 credit hours in an area *outside of* the domain of Instructional Systems is required. The minor should be chosen to be in an area that will expand and strengthen your professional development. The professor who is the University Representative on your advisory committee can also represent your minor area of interest if it is outside the EPLS Department, but this is not a requirement.

The culminating experience of the doctoral program includes *the completion of a dissertation* that requires design and implementation of a research study within the instructional systems domain.

Admission

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

1. A statement of purpose indicating your 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 your possible success in graduate studies, personal and work characteristics, intellectual ability and/or scholarly attainments.
3. You must provide a recent Graduate Record Examination (GRE) score along with transcripts of collegiate coursework. **Verbal and Quantitative scores should total 1100 or more.** Each score

* Note that students are responsible to be informed of other University and College policies pertaining to doctoral requirements, which in some cases may override those described here.

should be at least 500 with possible exceptions for non-native speakers of English who have a high TOEFL score.

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 80 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 doctoral applicants should have a **minimum 3.25 GPA (on a 4.0 scale) for the final two years of undergraduate study.**

Application Deadline

Applications must be received by November 1 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). 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. Contact the Instructional Systems Associate Coordinator (Mary Kate McKee – mmckee@oddl.fsu.edu) for details.

Financial Assistance

Financial assistance for qualified students may be available in the form of university and college fellowships, departmental scholarships, graduate teaching and research assistantships, and out-of-state tuition waivers. Two doctoral students are selected each year by the admissions committee to receive the Gagne-Briggs Endowed Fund Scholarship and the Ruby Diamond Endowed Scholarship. Priority will be given to applicants who submit their applications by the November 1 deadline.

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 the Temporary Advisor

Upon admission, the program representative appoints an appropriate faculty member as temporary advisor and informs you by memorandum. The temporary advisor normally serves until you select a major professor. In appointing a temporary advisor, the program representative considers such factors pertaining to the faculty member as (1) the match of interests with those of the student; (2) teaching and advising load; (3) percentage of faculty time allotted to Instructional Systems.

During the period of temporary advisement, you and your advisor should prepare for your selection of a “permanent” advisor (major professor). Your choice of a major professor, which can be your temporary advisor or any other eligible faculty member, will be based on mutual research interests and other factors.

Planning Your Initial Program

You may confer with your temporary advisor to formulate a first semester schedule. Later in the first or second semester you should prepare tentative program plan for all of your course work. When you review the list of course requirements (see Program Milestones, Section 12) please be aware that there are some courses that should be taken in a proper sequence to ensure that you proceed efficiently and have completed prerequisite courses at the appropriate times. Your temporary advisor and senior students can help you with this. Later, after passing the qualifying exam,(see Program Milestones, Section 2) you will select your advisory committee, get their approval for your formal program of study, and file it with the College of Education Graduate Student Affairs Office.

Minor

In planning your program, you should make a decision about your minor, which is required and must consist of a cohesive set of 4 courses (consisting of at least 12 credit hours) outside of the Instructional Systems Program. The set of courses may be interdisciplinary in nature (for example, from several different Colleges, such as a minor in Cognitive Science), or foundational in a given discipline (for example, a meaningful cluster of courses in an area such as Psychology or Communications). You will make final decisions about your minor area courses when you form your doctoral advisory committee (see Program Milestones, Section 4) and designate one member as your minor area representative. The set of courses will be developed in consultation with your advisor and minor area representative and be related to your career goal. The minor area advisor will be responsible for one of the questions on your preliminary examination (see Program Milestones, Section 6). You may include some courses that were taken prior to enrolling in the Instructional Systems major providing that they are directly related to your designated minor.

Focus Area

The Focus Area should consist of a set of 4 courses related to the student's research interests (consisting of at least 12 units) within Instructional Systems, and must include at least one doctoral research seminar (EME6635). Doctoral research seminars are offered on a regular basis, with different topics depending on the instructor. Note that the areas listed below are *sample areas* and that course availability and offerings may vary; with advisor consultation, other areas can be approved.

SAMPLE FOCUS AREAS

<p><i>Human Performance Technology</i></p> <ul style="list-style-type: none"> ❖ Doctoral research seminar ❖ Performance Systems Analysis ❖ Evaluation of training systems ❖ Course(s) in Human Resource Development 	<ul style="list-style-type: none"> ❖ Doctoral research seminar ❖ Design of Instructor-led Instruction ❖ Learner Motivation ❖ Multimedia design and development ❖ Advanced Instructional Systems Theories and Models
<p><i>Learning Sciences & Technology</i> <i>(e.g., 12 units from the following)</i></p> <ul style="list-style-type: none"> ❖ Doctoral research seminar in Learning Technologies ❖ Doctoral research seminar in Motivation ❖ Advanced Instructional Systems Theories and Models ❖ Multimedia design and development ❖ Instructional Design / Development 	<p><i>Program Evaluation</i> <i>(e.g., 12 units from the following)</i></p> <ul style="list-style-type: none"> ❖ Doctoral research seminar ❖ Intro to Program Evaluation ❖ Qualitative methods of evaluation ❖ Evaluation of training systems ❖ Assessment of learning outcomes ❖ Measurement course

Program Milestones

1.0 Completing Residency Requirement

To establish residency, twenty-four semester hours of credit must be completed during any 12-month period prior to the Preliminary Examination (Section 6). The residency requirement is checked for compliance by the Dean's office at two points: (1) in the planned program of studies that you submit following the qualifying exam and (2) when certifying completion of requirements prior to graduation.

2.0 Qualifying Review and Exam

The purpose of the qualifying review is for students to demonstrate research aptitude and readiness to continue in doctoral work. You are expected to take the qualifying review near the end of your second semester in the Doctoral program. There are three parts to the review: a portfolio, a written critique of a research report, and an assessment by the faculty. To prepare for the qualifying review, you will meet with your temporary advisor to plan the preparation of a portfolio which your advisor will review and you will submit to the exam supervisor on the day of the article critique exam. The portfolio must include the following components:

- ❖ **Vitae:** A complete resume of post-secondary education, employment history and professional activities
- ❖ **Written self-assessment** of progress in the program so far.
- ❖ **Proposed program of study:** A complete list of courses that have been, or are expected to be taken for the doctorate degree. For courses already taken, list the semester, instructor, and grade received. Note that this document is a working draft, not a binding list
- ❖ **Written justification** for intended program of study, including rationale for focus area and minor.

The article critique exam tests your knowledge and skills in research methods (e.g. EDF5481) and inferential statistics (e.g., EDF5401 or equivalent). This four-hour exam is closed-book and requires you to produce a critical review of a research article according to standard review criteria. No Internet access will be available during the exam, but you are permitted to bring a dictionary. You will receive guidance for preparing for this exam in the introductory research course in Instructional Systems (EME6635: Reviewing the Literature) or by another means. The procedure for the exam is that a faculty committee will select an article to be critiqued, monitor the exam, assess the results, and present their recommendations (qualified, not-yet-qualified, or not qualified) to the program faculty.

During a faculty meeting, the faculty will review and discuss whether each student under review: a) is making sufficient progress given the time within the program; b) exhibits professional commitment and attitude (e.g., maturity, responsibility, receptiveness to supervision, interpersonal effectiveness); and c) exhibits acceptable skills in research and skills in writing. Your temporary advisor will discuss the outcome of the qualifying review with you. The possible outcomes are “qualified,” “not yet qualified,” or “not qualified.” If a student receives a “not yet qualified,” another review will be conducted in the following semester, the nature of which will be considered on a case-by-case basis. A “not qualified” outcome constitutes a failure and the student will not be allowed to continue in the doctoral program. The program representative will send the names of those students who are qualified and not qualified to the records office of the college.

3.0 Selection and Appointment of the Major Professor

You must select a faculty member who agrees to serve as your major professor by the end of the semester following a successful qualifying review and report the appointment to the Program Representative. Failure to do so will result in the qualifying review being deemed “null and void,”

and you will be required to re-qualify at the end of the next semester. You are strongly encouraged to select a major professor as soon as possible.

After submitting the name of your proposed major professor, the formal assignment is made by the EPLS Department Chair (in consultation, if necessary, with the Instructional Systems Program Representative). Criteria for approval are: 1) student choice; 2) student-faculty common interests; 3) faculty consent; and 4) faculty load (limits may be established as to number of advisees per faculty member, so that loads are distributed equitably). While continued service of the major professor until graduation of the student is typical, a change may be requested by you, the faculty member, or both. Occasionally, as your interests mature, you might identify an area of specialization which differs from that of the major professor and a new appointment becomes desirable. You should not hesitate to request a change if you believe it is in your best interest. There is no stigma nor any personality issues involved in such a decision.

4.0 Appointing Doctoral Advisory Committee and Approval of Program of Study

You and your major professor will select nominations for membership on your doctoral advisory committee. You will request the faculty members so nominated to serve on the committee. If you have had little or no contact with any of the selected professors in a course or by other means, it can be helpful if your major professor provides an introduction by asking the selected members if it is okay for you to discuss the possibility of committee membership with them. Then, you can contact them for an appointment.

The composition of the advisory committee must meet the following requirements (effective August, 2009):

- (a) Four members, all of whom must have Graduate Faculty Status.
- (b) The major professor must have Graduate Faculty status in Instructional Systems;
- (c) At least one member in addition to your major professor must be in the Instructional Systems Program;
- (d) One the four committee members, the *University Representative*, must be from another department in the College of Education or elsewhere in the university, must have tenure, and must have Graduate Faculty Status. This person may also represent your minor area.

Planning and Approval of the Student's Program of Study

Under the advice of your major professor, you will plan your entire program of study. You will present this plan for approval to your advisory committee, either through a meeting called by the major professor or by separate meetings with each committee member. The approved program must meet all existing Program, Department, College, and University requirements.

Filing your Approved Program of Study

When your advisory committee is formed and all of the members have signed your Doctoral Program of Study, you must obtain the remaining signatures listed on the form, present it to our Instructional Systems Program Associate Coordinator and ensure that it is filed with the Graduate Student Affairs office. This formally constitutes your advisory committee and program of study.

When necessary or desirable, the composition of your advisory committee or your program of study may be changed by revising and resubmitting the same form originally submitted to the department head and the College of Education Graduate Student Affairs Office. The selection of a dissertation topic sometimes makes such changes necessary. All changes to the committee must also be approved by your major professor.

5.0 Research Paper & Apprenticeship Requirement

The purpose of the Research Paper requirement is to develop your ability to conduct an empirical study and write a peer-reviewed manuscript. This requirement must be completed *prior to* defending the dissertation prospectus. To meet the requirement, you must: a) have a paper accepted by a peer-reviewed conference or a peer-reviewed journal, and b) be the first author on the paper. If the paper is a *conference paper*, it must be empirical in nature and it must be a complete manuscript (i.e., not an abstract or extended abstract). If the paper is a *journal article*, a literature review is also acceptable. In either case, your doctoral committee (Instructional Systems members) will determine whether the paper meets the criteria.

The required Research Apprenticeship (EDF 5906) provides an opportunity you to complete the Research Paper requirement and to develop research/inquiry skills under the direction of a faculty member within the IS program. To complete the apprenticeship, you must find a faculty member within the IS program who will to work collaboratively with you on an empirical study. You register for 3 credit hours (EDF 5906 Supervised Research) with the faculty member.

6.0 Preliminary Examination

The purpose of the Preliminary examination is for you to demonstrate your ability to synthesize content knowledge from across the curriculum, including inquiry methodology and instructional systems content knowledge, and to propose your intended area of research for your dissertation.

Preliminary exams are scheduled during the early part of the Fall and Spring semesters. If you have completed, or have nearly completed, all required coursework in your program of study, you may enroll in EDF8964 (for 0 credits) to take the examination. In addition, you must comply with University requirements regarding GPA.

The exam consists of three parts. The first part consists of three closed-book exams taken in a designated location. You will be allowed to work on a computer without Internet access and you may bring a dictionary along with any materials that are specified as being part of the exam. These closed book exams will cover the following areas:

- ❖ 1: Instructional Systems core exam question(s) (4 hrs closed book)
- ❖ 2: Research/Inquiry exam questions (4 hrs closed book)
- ❖ 3: Minor area (questions from student's minor advisor) (2 hrs closed book)

The first two closed-book exams will be reviewed by an instructional systems faculty examination committee and the results will be sent to your major professor. The third, minor area, exam will be reviewed by the minor area representative on your committee. Each of these exams will be judged as (a) pass with honors; (b) pass; (c) not yet pass; and (d) not pass. The results will be communicated to your major professor who will share them with you and the doctoral advisory committee. However, these results are tentative and subject to review by your doctoral committee and the examiners after all of the preliminary examination information has been collected. In consultation with the examining committee, they might ask you questions about a particular exam at your meeting with your doctoral committee before a final decision is made about a given exam. This would normally occur only in a borderline situation.

The second part of the exam consists of a preliminary concept (“pre-concept”) paper, which is a short research proposal. Within one week of completing the three closed book portions of the exam, you are required to submit a paper (8 pages maximum) in the form of a research proposal to the members of your doctoral advisory committee describing your current plan for your dissertation study. The pre-concept paper must contain an introduction, a literature review, and a method section outlining initial

plans for conducting the proposed study. Your committee members will review the paper with respect to its clarity, internal consistency, meaningfulness, feasibility, and relevance to your interests and to this major area of study. This paper is to be based on your current thoughts and speculations about what you will do and is not expected to be conclusive or fully developed proposal. You are allowed to receive guidance from your advisor prior to beginning the preliminary examination process.

The third part of the exam consists of a meeting with your doctoral advisory committee members. It should be scheduled to meet one week after submitting your pre-concept paper or as soon thereafter as possible. They will review the results of the closed-book exams and examine you on your pre-concept paper. This will be an oral exam in which the goal of the committee is to determine whether you have a well-articulated and feasible plan for beginning your dissertation research, even though it is expected that you might make changes in the details or general thrust of your research prior to writing and defending your prospectus, and to determine whether you have the skills to work independently toward the development and completion of a dissertation. A goal of this meeting is for your committee members to have a good understanding of your aims, the appropriateness of your research direction, and agreement that they support your goals and plans.

With respect to assessment, each of the four parts of the exam will receive one of four possible grades: (a) pass with honors; (b) pass; (c) not yet pass; (d) not pass. If you receive a not yet pass on one or more parts of the exam you will be allowed a specified amount of time, normally one week, to revise and resubmit them. If you receive a not pass on any part of the exam, you must retake that part the next semester that the exam is offered or else receive a failing grade on the exam. You will be provided feedback for each section you do not pass. After retaking the designated parts of the exam, you will receive either a pass or fail. If you receive a failing grade on one or more parts of the exam even after a retake, it will result in a failing grade on the preliminary exam. Students who fail the exam will be terminated from the IS doctoral program.

You must pass all four parts of the exam and also receive a positive vote from your advisory committee to pass the prelim. In other words, passing all four parts of the written exam is a necessary but not sufficient condition for passing the preliminary exam. The overriding goal of this exam is to predict your readiness to fulfill all of the expectations associated with preparing a dissertation and this includes the committee's judgment of your inquiry skills, knowledge base, and work habits. Thus, the committee will consider all of your work, not just the exam. It is normally expected that if you pass all four parts of the exam you will pass the prelim but there can be rare occasions where there are exceptions.

When you pass the examination, the completed form indicating passage of the examination constitutes advancement to candidacy for the doctoral degree. There is a minimum of six months required between the Preliminary Examination and graduation.

7.0 Enrollment for Dissertation Work

After you successfully complete the Research Paper, Apprenticeship requirement, and Preliminary Exam, you are permitted to enroll for dissertation credit hours under EDF 6980. The university requires a minimum of 24 credit hours of dissertation enrollment and that you maintain continuous enrollment from the time you pass the preliminary exam until you complete the requirements for the degree. This means that you must be registered for a minimum of two credit hours for at least two of every three semesters (in this case the summer term counts as a semester) and you must never go for two semesters in a row without registering or you will be dropped from the university and required to apply for readmission.

In instances when a significant proportion of time and resources is required from a committee member other than the major professor, it may be necessary for you to register for a directed individual study, EDF 5096, with the committee member concerned.

Planning the Dissertation

The design of dissertation work should be done with particular attention to feasibility. It is not uncommon for students to propose goals that would require excessive time, unavailable equipment, overly extensive space, or scheduling commitments when committee members are not available. For example, many faculty members are not available during the summer.

You select your dissertation topic with the advice and concurrence of your committee. Legitimacy of the topic is determined by the committee according to the following criteria:

- (a) There must be sufficient faculty expertise on the committee to provide adequate guidance, supervision, and evaluation
- (b) The dissertation must (1) be based on appropriate empirical data, and (2) contribute substantively to knowledge in an area that is subsumed under the interdisciplinary area of instructional systems. A wide variety of research approaches may be employed depending upon the demands of the proposed study.

Dissertation proposals that depart from these criteria may be proposed (for example, historical analysis). Such instances, when considered worthy by the student's committee, must be approved by a two-thirds vote of the Instructional Systems faculty. Should a dissertation topic be chosen which does not match the major professor's professional interests or areas of expertise, a request should be made for change of the major professor. Similar considerations apply to changes in the other members of the student's committees.

8.0 Defend Dissertation Prospectus

Your prospectus will describe the rationale, problem, procedure, and expected nature of results for your dissertation. It is reviewed by your major professor, and when approved, is submitted to your other committee members for review and approval. A copy of the prospectus is filed in your folder and one copy forwarded to the department head and Office of the Associate Dean. A meeting of the committee may be scheduled for review of your prospectus.

The prospectus represents a general agreement between you and the committee as to the nature of the study to be conducted. It is understood that while developing and implementing the study circumstances might necessitate changes to what was proposed. Normally, it is best to discuss changes to your conceptual foundation, hypotheses, and method with your major professor to determine if they are acceptable and if they will require explanation during your oral defense.

The format of the prospectus is not rigid but generally covers the statement of the problem, background literature, and research method. The primary emphasis should be on presenting a strong conceptual basis and describing the proposed research method. The literature review should reflect the general background of the problem and a sampling of the various literature sources that will appear in the dissertation. The statistical procedures to be used should be indicated. In many cases, additional analyses, which are not anticipated in the prospectus, will be employed in the dissertation.

9.0 Conducting the Dissertation

In accordance with the approved prospectus, you independently design the specific procedure, develop materials, collect data, and analyze and interpret results. The major professor has the primary responsibility for providing advice to ensure that all aspects of dissertation work are conducted

appropriately and adequately. The student may seek the advice of other committee members when required.

Writing the dissertation is an important part of the process and adequate time needs to be allocated for reviewing and revising. The final draft, prepared in accordance with the latest current edition of the Publication Manual of the American Psychological Association, is formally submitted to the committee and serves as the basis of the oral defense. Final revisions are made following the defense. Determining and enforcing standards of quality for dissertation research is the prerogative and duty of the committee.

10.0 Dissertation Defense

When the semester arrives during which you will complete your dissertation and undergo an examination in defense of it, you register for EDF8985. An oral defense of the dissertation is conducted at a time and place suggested by the major professor, who presides at the examination. An announcement of the examination is published in an official University publication at least two weeks before the date of the examination based upon information supplied by the major professor. In addition, the defense will be publicly announced on the program listserv. The defense is open attendance by all members of the graduate faculty, graduate students, and other guests (in other words, it is in a formal sense a public examination) and should be held in a large enough room.

After receiving approval from your major professor regarding the content and format of your dissertation, you will submit printed and/or electronic copies as requested to all committee members at a designated time prior to the defense. If revisions are required following the defense, the final revised version of the dissertation must be reviewed and approved by your committee members, or by designated members as agreed upon at the meeting.

The examining committee completes and signs appropriate forms certifying to the Dean and the Graduate School the results of the examination: passed, failed, or to be re-examined. The report following a reexamination must be pass or fail.

11.0 Clearance for Degree

During the first two weeks of the semester in which you expect to receive your degree, you must apply to the Office of Records and Registration for a diploma. You will obtain a Degree Clearance Form which provides space for certification by all parties concerned that all requirements for the degree have been met. A final copy or copies, print and electronic, of the dissertation in accordance with the university requirements at the time must be delivered to the Manuscript and Final Clearance Office.

12.0 The Curriculum & Course Requirements

Curriculum Overview

The set of courses listed below meets all Program, College, and University requirements. It consists of approximately 93 credit hours, including dissertation hours. However, the actual number of hours can vary depending on individual circumstances and doctoral committee guidance. If you enter the doctoral program with a previous Masters degree you might be able to apply all or part of your previous work toward reducing the credit hours depending on its relevance to the required courses and elective options in this curriculum. Approval of prior coursework or waivers for specific course requirements are decided by your doctoral advisory committee based on the recommendations of your temporary advisor.

The Course Requirements

	<u>Credits</u>
Inquiry and Research Core (30 credits) *Note: EDF5400 is a prerequisite.	
<i>Quantitative data analysis/methods</i>	
EDF5401 General Liner Model	
Select 1 from:	
EDF5402 ANOVA	
EDF5406 Multivariate Analysis	3
EDF6937 Meta Analysis	
EDF5409 Causal Modeling	3
<i>Qualitative data analysis/methods</i>	3
<i>Measurement</i> (e.g., EDF5432 Measurement Theory)	3
<i>Instructional System Research Methods</i>	
EDF5481 Methods of Educational Research	3
(The following is a new requirement that replaces one that was deleted. The number & title are temporary.)	
EME6635 Reviewing the Literature	3
EME6362 Instructional Systems Research Seminar	3
EME6363 Practicum in Experimental Design and Analysis	3
<i>Research Apprenticeship</i> (Register under EDF 5906)	3
<i>One additional inquiry course:</i>	
Foundations of Inquiry (e.g., EDF 5710)	
Evaluation (e.g., EDF5461 Program Evaluation; EDF5464 Qualitative Methods of Evaluation)	
Quantitative or qualitative data analysis course	3
Instructional Systems Courses (15 credits)	
<i>Instructional Systems, Theory, Design, Development</i>	
EME5601 Intro. Instructional Systems	3
EME5603 Systematic Instructional Design	3
EDG6925 Instructional Materials Development	3
EDP5216 Theories of Learning and Instruction	3
<i>Trends and Current Issues</i>	
EME5608 Trends/Issues	3
Minor (see pgs. 3 & 5)	12
Focus Area (see p. 5)	12
Preliminary Exam - Enroll in EDF8964 the semester you take the exam	0
Dissertation (24 units)	24
Total Credits (actual number will vary depending on your program):	93

Inquiries

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

Instructional Systems Admissions Coordinator
Department of Educational Psychology and Learning Systems
Florida State University
Tallahassee, FL 32306-4453

Telephone inquiries are welcomed: 1-850-644-8046

The Instructional Systems website is <http://insys.fsu.edu>.