

DOCTORAL PROGRAM
IN
INSTRUCTIONAL SYSTEMS

Course Requirements
and
Program Procedures

Effective June, 1999

Department of Educational Research

College of Education

Florida State University

PROCEDURES FOR INSTRUCTIONAL SYSTEMS DOCTORAL PROGRAM

This document contains the required courses and the procedures for the doctoral program in Instructional Systems. The purpose is to provide both students and faculty with a common set of understandings about the steps to be followed in the pursuit of the doctoral degree. The University Bulletin describes the regulations which apply to all graduate programs. In any areas of conflict with the procedures described here, the Bulletin will take precedence.

1. Assignment of the Temporary Advisor

Upon admission of a student on a degree-earning basis, the program representative appoints an appropriate faculty member as temporary advisor and informs the student by memorandum. The temporary advisor normally serves until a major professor is selected by the student. 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.

When the appointment has been made, the student confers with the temporary advisor to formulate a first semester schedule. Later in the first or second semester a tentative program plan is worked out by the student with the advice of the temporary advisor. This tentative plan becomes the basis for a more definite program plan later to be approved by the student's advisory committee, when selected.

2. Planning the Student's Initial Program

The temporary advisor confers with the student to aid him/her in planning the first semester of study. Attention is given to entering competencies and "catch-up" courses. Otherwise, a selection is made among core and specialty courses to match the student's interests and goals. Instances of prerequisites and follow-on courses are noted in the planning.

In planning a program of studies, it should be noted that there are quite a few choices to be made. Approximately 24 hours of electives are required, and there are choices as to the specific measurement and evaluation course, the advanced quantitative or qualitative analysis course, and the development course to be taken.

Students should consider building a minor area of emphasis that is related to their career goal. Students wishing to work in academe might want to minor in psychology or educational psychology, or organizational behavior. Students wishing to work in applied settings such as business and industry might want to minor in management or organizational behavior. Students wishing to work in government could consider Public Administration. The elective units also provide an opportunity to include previous masters degree courses from another field of study providing they meet with the approval of the student's committee.

During the period of temporary advisement, the advisor and the student should prepare for the selection of a “permanent” advisor (major professor). Both the student and the temporary advisor should bear in mind the possibility of a change, and at the same time the possibility that the temporary advisor may, if appropriate, become the student’s major professor.

3. Course Requirements

The list of courses on the last page of this document meets all Program, College, and University requirements. It consists of approximately 100 credit hours including core requirements, electives, and dissertation hours. Students who enter the doctoral program with a previous masters degree may be able to apply all or part of their previous work toward reducing the credit hours. For example, a student who completes a masters degree in Instructional Systems at Florida State University, and who has planned properly, will be able to apply all 36 credit hours of the masters toward reducing the credit requirement for the doctorate. Students with masters degrees from other universities and/or other fields of study may apply credits that apply to requirements or electives in this program, subject to approval of the student’s doctoral committee.

4. Qualification Procedure

For students who entered the doctoral program from another institution:

Near the end of the first year of enrollment (or its equivalent) the student’s records are reviewed to determine whether she or he is considered to be qualified to pursue a doctoral program in Instructional Systems. This review is conducted by the entire program faculty in a meeting called for this purpose. The decision is based upon the evaluation of documents representing the student’s work and upon appraisals made by faculty members under whose guidance or direction the student has done productive work. The temporary advisor reports the results of this review to the student, and the program representative sends to the records office of the college a list of the names of those students who are qualified. The essential outcomes are “qualified,” “not yet qualified,” or “not qualified.” A second qualifying session will be held in the third semester of residence for students judged “not yet qualified.”

To prepare for the qualifying review, the student should meet with the temporary advisor to plan the preparation of a portfolio. The student must submit a portfolio of at least two weeks prior to the qualifying review consisting of the following documents.

- a. Vita A complete resume of your employment history and professional activities.
- b. Goal Statement Your professional goals as well as you can describe them at this point
- c. Proposed Program The complete list of courses that you expect to take for your doctorate. This is a working draft, not a binding list.
- d. Work You are encouraged to include a sample of work products from courses or

Products work experiences that demonstrate your conceptual and critical thinking abilities, your problem solving skills, your inquiry skills, and your instructional design and development skills. These documents would result from your theory classes, development classes, design classes, research method classes, and work experiences. Include a cover page for each document that explains, in one paragraph, the content in which the document was produced and what you consider it to represent with regard to your skills.

The faculty will review the portfolios prior to the qualifying review meeting.

Formative reviews will be conducted by the faculty of all doctoral students who have not yet qualified. These will be informal and will not require any special input for the student. The purpose is to detect areas where the student is strong or is having problems so that advisor can give appropriate feedback.

5. Selection and Appointment of the Major Professor

The assignment of the major professor is technically made by the ER 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, and loads distributed equitably). While continued service of the major professor until graduation of the student is typical, a change may be requested by the student, the faculty member, or both. Occasionally, as the student's interests mature, he/she defines an area of specialization which differs from that of the major professor, and a new appointment becomes desirable. The need for such a change may occur with greatest likelihood at the time that the student selects a dissertation topic.

Students must select a major professor within one month 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 the student will be required to re-qualify at the end of the next semester.

6. Appointment of the Doctoral Advisory Committee

The student and major professor select and agree upon nominations for membership on the student's doctoral advisory committee. The student requests the faculty members so nominated to serve on the committee. Upon receipt of agreement, the student prepares a form (Graduate Supervisory Committee) for submission to the department head, requesting approval and formal appointment of the committee. When completed, a copy of this form is forwarded to each member of the committee. This should be completed in the semester following the Qualifying Review.

Requirements of the composition of the advisory committee are as follows:

- (a) a minimum of four members, three of which must have doctoral directive status, and a fourth at least master's directive status.
- (b) the major professor must have doctoral directive status in Instructional Systems;
- (c) at least two members must be in the Instructional Systems Program;
- (d) at least one member must be from another department in the College of Education or elsewhere in the university.

When necessary; the composition of an advisory committee may be changed by submittal of a revised request, using the same form as that originally submitted. The selection of a dissertation topic sometimes makes desirable such a change. When the formation of a revised committee leads to the omission of one or more of the original members, they should be informed by the major professor, in order to clear their records.

7. Planning and Approval of the Student's Program

With the advice of the major professor and the list of course requirements for the doctoral degree, the student plans his/her entire program of study. This plan is presented for approval at an initial meeting of the student's advisory committee called by the major professor or in separate meetings of the student with each committee member. The approved program must meet all existing Program, Department, and College requirements.

8. Internships

Internships are not required by the Ph.D., but they are strongly recommended. They serve a dual purpose. First, they allow the student to gain valuable experience in a particular work setting, and to determine whether that is a desirable career path. Second, they provide an employment history that can be extremely beneficial in obtaining future employment in the chosen area.

Student internship assignments during the period of graduate study may include assignments with various research and development centers, curriculum course development projects, or other R&D projects of the University, a school system, state agency, or private company. The major assistantship or other work performed by the student is to be considered as a suitable internship experience when it contributes to the attainment of professional skills relevant to the student's career orientation.

Internships normally appear in the student's program as EDF 5910, Supervised Research; EDF 5940, Supervised Teaching; or EDF 5942, Field Lab Internship. Prior to the semester during which the internship will be taken, the student should identify his/her responsibilities during the internship. The student's major professor and internship supervisor should approve these responsibilities before the internship begins.

The student and internship supervisor should negotiate the student's working hours. It is expected that approximately 4-5 hours will be spent per week per credit hour of enrollment.

Generally, however, the student should not enroll for more than 4 internship credit hours during a semester, regardless of the number of hours the student works on an internship.

At the end of the internship, the internship supervisor should provide the major professor with a written appraisal of the student's performance. This appraisal will be placed in the student's permanent file. The major professor then assigns a grade for the internship based on the performance appraisal.

9. Completing Residence Requirements

To establish residency, twenty-four semester hours of credit must be completed during any 12 month period prior to the preliminary examination. Residency requirements are checked for compliance by the Dean's office at two points: (1) in the planned program of studies submitted by the student: and (2) when certifying completion of requirements prior to graduation.

At the conclusion of the student's preliminary examination, his or her committee will decide whether or not the student has successfully met the research requirement. If the student has not met the research requirement, his or her committee will specify appropriate remedial activities.

10. Preliminary Examinations

At the beginning of the semester during which, or following which, the student's approved course of study is essentially completed, the student enrolls for the Preliminary Examination under ED 8964. Students may not enroll for the Preliminary Examination until all "core" courses required by the Program have been passed with a grade of "C" or better.

The doctoral preliminary examination has a written and an oral portion. The written exam has two parts: (a) a timed closed-book portion covering basic knowledge and skills, and (b) a take home portion testing the ability to apply and extend relevant knowledge and skills.

In order to plan for the written portion, the student discusses possible topics with his/her major advisor. Clearance to conduct the examination and the reporting of results are accomplished by the major advisor on Form OMIS 174. A request is made by the major advisor to each member of the student's committee for the submission of a question or questions calling upon the student's accumulated knowledge, and designed to require 3-4 hours of writing. These questions (normally, four) are then assembled into an examination. The examination must be administered on four consecutive days. The closed book question(s) will be administered first. The answers to the open-book questions each takes the form of a paper of not more than 2,000 words (e.g., 8 pages, typed double spaced in fixed font pica; fewer pages in proportional fonts). The use of other people to assist the student in preparing his/her answers is not permitted. The student is allowed to use freely any references or library materials required in the preparation of answers to the open-book questions. The student has one additional day to have the answer to the examination questions typed and distributed to the members of the committee.

An oral examination is usually scheduled to occur approximately one week after the answers to the questions have been distributed. The oral portion of the examination is scheduled for approximately two hours. It is designed to provide opportunities for additional questions and discussion which may (1) elicit additional details on topics covered in the written portion and (2) seek additional clarification or elaboration of these topics.

Toward the end of the oral examination, the student is excused from the room to allow the committee to discuss his/her written and oral performance and appraise it. The exam is normally graded either "Pass," "Conditional Pass," or "Fail". Results are reported on form OMIS-174, signed by committee members. The committee may make additional recommendations to the student or may require an additional examination in those instances in which either of these actions are deemed appropriate. An appeal of the result of a preliminary examination is limited to situations in which the student believes discrimination occurred and/or improper examination procedures were employed. In such cases, the student will, within two weeks of the examination, submit a written description of the situation to the department chair. Included with the description will be documentation that supports the student's claim. The department head will then appoint a three member faculty committee to review the student's case and recommend an appropriate course of action. Members of the student's doctoral committee will be excluded from the review committee. The committee's recommendations will be binding.

When a student passes the examination, the completed form indicating passage of the examination, when returned from the Dean's office (Office of Academic Advisement), constitutes "advancement to candidacy." There is a minimum of six months between the preliminary examination and graduation.

11. Enrollment for Dissertation Work

After a student has successfully passed his/her preliminary examination, the student may enroll for dissertation credit hours, EDF 6980. Such enrollment should be done initially during the semester when planning is first undertaken (following the passing of the preliminary examination) and continued each semester during the entire period of prospectus preparation and dissertation work. In conference with the major professor, the student estimates the proportion of this time to be spent in dissertation work and assigns an appropriate number of credit hours. During initial stages, credit hours may be a small number, but normally increase as the dissertation proceeds. During the entire period, a minimum of twenty-four hours of enrollment, the student must continue to take additional dissertation hours until it is completed.

In those instances in which conferring with a committee member other than the major professor will be required for a significant proportion of time, and on specific components of the dissertation work, it is appropriate for the student to register for a directed individual study, EDF 5096, with the committee member concerned.

If the student does not choose to begin actively working on the dissertation following successful completion of the preliminary examination he/she should, in accordance with departmental policy, take a "leave of absence" from the program.

12. Planning the Dissertation

The design of dissertation work should be done with particular attention to feasibility. It is common for students to propose goals for investigation which would require excessive time, unavailable equipment, or overly extensive space. In addition, the usual unavailability of pre-college students between the dates of May 1 and September 1 must be kept in mind.

The dissertation topic is selected by the student with the advice and concurrence of the committee. The topic must fall within the broad area of instructional systems. Legitimacy of the topic is determined by the committee within the following constraints:

- (a) There must be sufficient faculty expertise on the committee to provide adequate guidance, supervision, and evaluation
- (b) All dissertations must (1) be based on appropriate empirical data, (2) yield results that are generalized to other settings, and (3) contribute substantively to knowledge in an area that is subsumed under “instructional systems.” A wide variety of research approaches may be employed depending upon the demands of the proposed study.

Dissertation forms departing 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.

13. The Dissertation Prospectus

The student prepares a prospectus describing the rationale, problem, procedure, and expected nature of results for his/her dissertation. The prospectus is reviewed by the major professor, and when approved, is submitted to the other members of the committee for approval and signing. A copy of the prospectus is filed in the student’s folder, and one copy forwarded to the department head and then the Office of the Associate Dean. There is a minimum of four months from the prospectus to the defense. A meeting of the committee may be scheduled to discuss the prospectus with the student.

The prospectus represents a general agreement between the doctoral student and the committee as to the nature of the study to be conducted. It is understood that circumstances will invariably necessitate changes from the study as described in the prospectus as it is carried out. It is the responsibility of the student to recognize when such decisions are required, to exercise professional judgment, and to define such decisions in the oral examination if requested.

The format of the prospectus is not rigid but generally covers the statement of the problem, background literature, and research and/or developmental procedures. Heaviest emphasis should be placed on the description of the research methodology. The literature review need not be complete, but it should reflect the general background of the problem and a sampling of the various literature sources which will appear in the dissertation. Statistical procedures to be used should be indicated. In many cases, additional analyses which are not anticipated in the prospectus will be utilized in the dissertation.

14. Conducting the Dissertation

In accordance with the approved prospectus, the student independently carries out the work of design of specific procedures, development of materials, collection of data, analysis and interpretation of results. The major professor has the primary responsibility for providing advice to the student which will insure that all these aspects of dissertation work are conducted appropriately and adequately. The student may, however, seek the advice of other committee members when this is required.

The writing of the dissertation is an important part of the work, and adequate time needs to be provided for review and revising. Normally, the student prepares an initial draft for distribution and critical review by members of the committee. This should be preceded by a revision based upon review of the document part by part, by the major professor. 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.

15. Dissertation Defense Examination

When the semester arrives during which the student will complete his/her dissertation and undergo an examination in defense of it, he/she registers for EDF 8985. 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. It is open to attendance by all members of the graduate faculty (in other words, it is in a formal sense a "Public" examination).

The defense is conducted on a final draft (clean typed copy) of the dissertation, approved as to copy form by the major professor. Any changes agreed upon during the defense must be approved in final typed form by the committee member who suggested them, or by the major professor, by delegation of the committee.

The examining committee completes and signs a form certifying to the Dean the results of the examination: passed, failed, or to be re-examined; the report following a reexamination must be passed or failed.

16. Clearance for Degree

During the first two weeks of the semester in which the student expects to receive his/her degree, the student applies to the Office of Records and Registration for a diploma. He/she secures a "Degree Clearance" form which provides space for certification by all parties concerned that all requirements for the degree have been met. Three bound copies of the dissertation must be delivered to the Manuscript and Final Clearance Office.

Effective for Students Entering Fall Semester 1996 and thereafter:

Core Courses (required for all doctoral students)

EME 5603	Introduction to Systematic Instructional Design (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
EDG 6328	Alternate Views of Teaching and Learning (3)
EME 5601	Introduction to Instructional System Design (3)
EME 6925	Instructional Materials Development (3)
EME 6631	Managing Instructional Development (3)
EME 5055	Trends and Issues in Instructional Design (3)
EDG 5932	Seminar in Instructional Design (1) (must be taken twice)
EDF 5401	General Linear Model (4)
EDF 5481	Methods of Educational Research (3)
EDG 6363	Practicum in Experimental Learning Research (3)
	Either EDF 5464 Qualitative Methods in Evaluation (3) or
EDF 6475	Qualitative Methods of Educational Research (3)
EME 6691	Performance Systems Analysis (3)
EDG 6365	Instructional Systems Research Seminar (3)
EDF 6980	Dissertation (24)

One course in measurement and evaluation chosen from the following, or the equivalent:

EDF 5432	Measurement Theory I (3)
EDF 5445	Assessment of Learning Outcomes (2)
EDF 5461	Introduction to Program Evaluation (3)
EDF 5462	Evaluation of New Educational Programs and Practices (3)

One course in development to be chosen from the following or an equivalent:

EME 5604	Development of Instructor-Led Courseware (3)
EME 6326	Development of Print Courseware (3)
EME 6415	Development of Computer Courseware (3)
EME 6507	Development of Multimedia Instruction (3)

One additional course in quantitative or qualitative analysis (3-4)

Electives: Approximately 24 credit hours of relevant courses.

Total Hours: Approximately 100 including all approved masters level and transfer credits.