UNIVERSITY OF CENTRAL FLORIDA

Instructional Design and Technology MA Graduate Program Handbook

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Instructional Design and Technology MA

Together, the Graduate Student Handbook and your graduate program handbook should serve as your main guide throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements and guidance for all graduate students. Your program handbook describes the details about graduate study and requirements in your specific program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in your program and in the Graduate College.

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves in accordance with a strict adherence to academic and scholarly integrity. As a graduate student and member of the university community, you are expected to display the highest standards of academic and personal integrity.

Here are some resources to help you better understand your responsibilities:

- Academic Honesty
- Academic Integrity Training - Open to all graduate students at no cost
- Plagiarism

Introduction

Instructional Systems Track (available online and in mixed mode)

The Master of Arts (MA) degree in Instructional Design and Technology requires a minimum of 36 credit hours and is designed to meet the needs of prospective and practicing professionals in various setting. The program enables candidates to complete courses in totally online Web and mixed mode (with one face-to-face meeting every other week). It also enables candidates to pursue careers in business and industry, K12 and higher education by offering tracks in:

- Educational Technology
- Instructional Systems
- e-Learning

Similarities and differences between the three MA professional tracks:

Target Population	Ed. Tech	e-Learning	Instructional Systems
Educators (PreK-12 and Higher Education)	X	X	
Instructional Designers (Business and Industry and Higher Education)		X	X

Although there are considerable overlaps and the differences are a matter of focus, rather than actual content, the Ed. Tech. Track is designed primarily to help Educators in PreK-12 and Higher Education to use and integrate computer and digital technology to enhance learning. In contrast, the Instructional Systems Track is designed primarily to prepare Instructional Designers for work in business and industry, to develop and enhance their ability

to analyze and design training and educational programs. The e-Learning Track is designed for both Educators (who want to learn how to design and deliver totally online and hybrid courses) and Instructional Designers (who are now being hired by many universities and colleges across the country to help faculty design and deliver totally online and hybrid courses). The following provides more detail about each track.

Educational Technology Track (available online and in mixed mode)

Educational Technology is a program for educators in PreK-12 and Higher Education looking for ways to increase their satisfaction and become highly skilled at successfully integrating technology into the curriculum. The skills and knowledge gained through this program allow educators to enhance their current job as well as seek new career paths in the field of education. Educators who graduate from this program have the skills to become: technology coordinators, instructors at the community college and university level, computer teachers and more. The Educational Technology program is exciting and applicable to your current teaching situation. The program provides an opportunity for study, research and professional training. It requires a great deal of independent thinking, and emphasis placed on the cultivation of scholarly attitudes and methods.

Minimum Hours Required for MA—36 Credit Hours

Area A: Instructional Technology Core—12 Credit Hours

- EME 6055 Current Trends in Instructional Technology (3 credit hours)
- EME 6062 Research in Instructional Technology (3 credit hours)
- EDF 6432 Measurement & Evaluation OR EDF 6401 Statistics for Educational Data (3 credit hours) or EDF 6481 Fundamental of Graduate Research in Education or EDF 6472 Data-Driven Decision Making for Instruction
- EME 6613 Instructional Systems Design (3 credit hours)

Area B: Professional Specialization—15 Credit Hours

- EME6417 Interactive Online and Virtual Teaching Environments (3 credit hours) or EME6226 Instructional Development & Evaluation (3 credit hours) or EME6209: Multimedia Instructional Systems II (3 credit hours)
- EME 6053 Teaching & Learning with Emerging Technologies (3 credit hours)
- EME 6405 Application Software for Educational Settings (3 credit hours)
- EME 6507 Multimedia in the Education & Training (3 credit hours)
- EME 6602 Integrating Technology into Learning Environments (3 credit hours)

Area C: Electives—6 Credit Hours

NOTE: Electives in current certification area, technology, or other as approved by adviser. Courses not listed below require adviser approval. All ENC courses require approval from English Department. Please contact Virginia Herrington (Program Assistant for English Graduate Studies) at vherring@mail.ucf.edu for details on how to gain approval.

- EME 6209 Multimedia Instructional Systems II (3 credit hours)
- EME 6457 Distance Education: Technology Process Product (3 credit hours)
- EME 6607 Planned Change in Instructional Technology (3 credit hours)
- EME 6601 Instructional Simulations Design in Training and Education (3 credit hours)
- EME 6707 Leadership & Coordination in Schools (3 credit hours)
- IDS 5717 Introduction to Modeling and Simulation (3 credit hours)
- IDS 6504 Adult Learning (3 credit hours)
- ENC 5216 Editing Professional Writing (3 credit hours)
- ENC 5225 Theory and Practice of Document Usability (3 credit hours)
- ENC 6261 Technical Writing, Theory and Practice (3 credit hours)

- ENC 6296 Computer Documentation (3 credit hours)
- FIL 5165 Visual Storytelling (3 credit hours)
- DIG 6432 Transmedia Story Creation (3 credit hours)

Area D: Practicum—3 Credit Hours

- EME 6940 Theory into Practice in Educational Technology (3 credit hours)

For recommendations on when to take courses, please refer to our recommended Plans of Study, as well as contact your faculty advisor.

Instructional Systems Track (available online and in mixed mode)

The Instructional Systems Track of the Instructional Technology MA Degree Program is designed for prospective and practicing instructional designers, training specialists, multimedia developers and training directors/managers in business, industry, government, or other settings where training, professional development and lifelong learning takes place. Candidates develop expertise in how and why people learn, how to stimulate and facilitate learning, and in the use of alternative instructional delivery systems. Candidates analyze training requirements and design, develop, evaluate, and manage training and educational programs using current and emerging technologies, instructional strategies and theories of human learning.

Minimum Hours Required for MA—36 Credit Hours

Area A: Instructional Technology Core—12 Credit Hours

- EME 6055 Current Trends in Instructional Technology (3 credit hours)
- EME 6062 Research in Instructional Technology (3 credit hours)
- EDF 6432 Measurement & Evaluation OR EDF 6401 Statistics for Educational Data (3 credit hours) or EDF 6481 Fundamental of Graduate Research in Education or EDF 6472 Data-Driven Decision Making for Instruction
- EME 6613 Instructional Systems Design (3 credit hours)

Area B: Professional Specialization—12 Credit Hours

- EME 6226 Instructional Development and Evaluation (3 credit hours)
- EME 6507 Multimedia for Education and Training (3 credit hours)
- EME 6607 Planned Change in IT (3 credit hours)
- EME 6705 Administration of IS (3 credit hours)

Area C: Electives—9 Credit Hours

NOTE: Courses not listed below require advisor approval. All ENC courses require approval from English Department. Please contact the English Department for details on how to gain approval.

- EDF 6155 Lifespan and Human Development (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EDF 6635 Teacher Leadership for Educational Equity and Social Justice (3 credit hours)
- EDF 6725 Critical Issues in Urban Education (3 credit hours)
- EDF 6884 Education as a Cultural Process (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)
- EGI 6051 Understanding the Gifted/Talented Student (3 credit hours)
- EME 5050 Fundamentals of Technology for Educators
- EME 6602 Integration of Technology into the Curriculum (3 credit hours)
- ESE 6217 Curriculum Design (3 credit hours)

- TSL 5345 Methods of ESOL Teaching (3 credit hours)
- EME 6209 Multimedia Instructional Systems II (3 credit hours)
- EME 6457 Distance Education: Technology Process Product (3 credit hours)
- EME 6607 Planned Change in Instructional Technology (3 credit hours)
- EME 6601 Instructional Simulations Design in Training and Education (3 credit hours)
- EME 6707 Leadership and Coordination in Schools (3 credit hours)
- IDS 5717 Introduction to Modeling and Simulation (3 credit hours)
- IDS 6504 Adult Learning (3 credit hours)
- ENC 5216 Editing Professional Writing (3 credit hours)
- ENC 5225 Theory and Practice of Document Usability (3 credit hours)
- ENC 6261 Technical Writing, Theory and Practice (3 credit hours)
- ENC 6296 Computer Documentation (3 credit hours)
- FIL 5165 Visual Storytelling (3 credit hours)
- DIG 6432 Transmedia Story Creation (3 credit hours)
- DIG 6165 Principles of Interaction (3 credit hours)
- DIG 6487 Principles of Visual Language (3 credit hours)

Area D: Internship—3 Credit Hours

- EME 6946 Practicum/Internship

For recommendations on when to take courses, please refer to our recommended Plans of Study, as well as contact your faculty advisor.

e-Learning Track (available online and in mixed mode)

The e-Learning Track is designed for educators and instructional designers across settings. The track focuses on the design, delivery and evaluation of high-quality e-learning materials that are used for both totally online and blended (aka. hybrid) learning environments. Candidates gain employment in business and industry, K-12, and higher education as organizations across sectors work to optimize the use of telecommunication technologies to enhanced individual and collaborative learning.

Minimum Hours Required for MA—36 Credit Hours

Area A: Instructional Technology Core—12 Credit Hours

- EME 6055 Current Trends in Instructional Technology (3 credit hours)
- EME 6062 Research in Instructional Technology (3 credit hours)
- EDF 6432 Measurement & Evaluation OR EDF 6401 Statistics for Educational Data (3 credit hours) or EDF 6481 Fundamental of Graduate Research in Education or EDF 6472 Data-Driven Decision Making for Instruction
- EME 6613 Instructional System Design (3 credit hours)

Area B: Professional Specialization—12 Credit Hours

- EME 6507: Multimedia for Education and Training
- EME 6457: Distance Education
- EME 6417: Interactive Online and Virtual Teaching Environments
- EME 6458: Virtual Teaching and the Digital Educator

Area C: Electives—9 Credit Hours

- EDF 6155 Lifespan and Human Development (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)

- EDF 6635 Teacher Leadership for Educational Equity and Social Justice (3 credit hours)
- EDF 6725 Critical Issues in Urban Education (3 credit hours)
- EDF 6884 Education as a Cultural Process (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)
- EGI 6051 Understanding the Gifted/Talented Student (3 credit hours)
- EME 5050 Fundamentals of Technology for Educators
- EME 6602 Integration of Technology into the Curriculum (3 credit hours)
- ESE 6217 Curriculum Design (3 credit hours)
- TSL 5345 Methods of ESOL Teaching (3 credit hours)
- EME 6209 Multimedia Instructional Systems II (3 credit hours)
- EME 6457 Distance Education: Technology Process Product (3 credit hours)
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- ENC 6296 Computer Documentation (3 credit hours)
- FIL 5165 Visual Storytelling (3 credit hours)
- DIG 6432 Transmedia Story Creation (3 credit hours)
- DIG 6165 Principles of Interaction (3 credit hours)
- DIG 6487 Principles of Visual Language (3 credit hours)

Area D: Practicum—3 Credit Hours

- EME 6940 Theory into Practice (3 credit hours)

Independent Learning

Practica are independent learning activities that take place in authentic settings in which students must apply, reflect on, and refine knowledge and skills acquired in the program.

Curriculum

Please visit the Graduate Catalog to see the current curriculum for our program.

Examination Requirements

Comprehensive Exams

All master's and doctoral degree candidates are required to take a comprehensive exam. If you are Master's degree candidate, you must pass the exam during the final semester of coursework and/or internship. If you are a Doctoral degree candidate, you must pass the exam to qualify for dissertation hours.

Comprehensive exams consist of summative open book essay questions that are customized for your individual plan of study. You should interact with your program advisor to prepare a study guide before the exam. You may use any resource to study for exam using your guide. The exam will be sent to you via email on a designated date (typically on a Friday before 5pm) for you to work on over a weekend. You are to then submit your written answers to the faculty member who sent you the exam via email by midnight on a designated date.

At least one faculty member (for master's degree seeking students) or two faculty members (for doctoral degree seeking students) will review your answers to determine if you (a) pass as is with no condition, (b) pass with conditions, or (c) not pass.

If you pass with no conditions, no further action is required. If you pass with conditions, you will have to address the conditions specified in feedback given to you by program faculty (e.g., address comments and follow-up questions about your answers in either written or oral format). If you do not pass, you must register for and retake the exam the following term.

To take the comprehensive exam, you must:

Successfully complete all required core and required specialization courses.

Register to take comprehensive exam immediately before or at the beginning of the semester you plan to take the exam (the form is available from the College of Education Academic Advising Office or from program assistant, Lana Gidusko.

For Master's degree students pursuing the e-Learning track, please contact Dr. Glenda Gunter to discuss your comprehensive exam.

For Master's degree students pursuing the Educational Technology track, please contact Dr. Richard Hartshorne to discuss your comprehensive exam.

For all doctoral candidates and master's degree students pursuing the Instructional Systems track, please schedule a meeting with Dr. Atsusi Hirumi to generate an exam study guide (typically, 9-10 questions) at the beginning of the term in which you are to take exam.

Study for exam using guide to focus your efforts.

Take exam on specified date and follow directions to submit as discussed with your program advisor.

Financial Support

College, department and program assistantships depend on grant/project funding. Some assistantships come with tuition waivers, others do not. The best way to earn such a graduate assistant position is to meet with faculty across the college in person. Typically, faculty like to get to know students (e.g., in class) before hiring them for such positions. However, you may complete the Graduate Assistantship Application Form and submit it to Erica Mendoza (emendoza@mail.ucf.edu) who will keep you application and resume on file for consideration as Assistantships become available.

Professional Development

For a listing of professional organizations for the discipline, visit the Instructional Technology Professional Organization's webpage.

For a listing of publications for the discipline, visit the Key Journals for Instructional Design and Technology page.

Job Search

For a listing of job search resources visit career.ucf.edu/.

Forms

- [College of Community Innovation and Education Forms](#)
  A listing of student affairs forms for the College of Community Innovation and Education.
- [College of Graduate Studies Forms and References](#)
  A complete listing of general forms and references for graduate students, with direct links, may be found here.
- [Graduate Petition Form](#)
  When unusual situations arise, petitions for exceptions to policy may be requested by the student. Depending on the type of appeal, the student should contact his/her program adviser to begin the petition process.
- [Traveling Scholar Form](#)
  If a student would like to take advantage of special resources available on another campus but not available on the home campus; for example, special course offerings, research opportunities, unique laboratories and library collections, this form must be completed and approved.

Useful Links

- [Instructional Design and Technology](#)
- [College of Community Innovation and Education](#)
- [College of Graduate Studies](#)
- [Academic Calendar](#)
- [Bookstore](#)
- [Campus Map](#)
- [Counseling Center](#)
- [Financial Assistance](#)
- [Golden Rule Student Handbook](#)
- [Graduate Catalog](#)
- [Graduate Student Association](#)
- [Graduate Student Center](#)
- [Housing and Residence Life](#)
- [Housing, off campus](#)
- [Instructional Design Lab](#)
- [Instructional Technology Global Resource Network](#)
- [Knights Email](#)
- [Library](#)
- [NID Help](#)
- [Pathways to Success](#)
- [Recreation and Wellness Center](#)
- [Shuttles Parking Services](#)
- [Student Health Services](#)
- [Thesis and Dissertation (ETD)](#)
- [Training Supersite](#)
- [UCF Global](#)
- [University Writing Center](#)

Grad Faculty

Asterisk = has previous committee experience, which qualifies the person to serve as vice chair

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