**UCF**

# Instructional Design and Technology MA: Instructional Systems Graduate Program Handbook

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# Instructional Design and Technology MA: Instructional Systems

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

The Instructional Systems Track of the Instructional Design and 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.

## 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.

# Portfolio Requirements

A portfolio is a purposeful collection of an individual's work that exhibits the individual's efforts, progress, capabilities, and achievements in one or more areas. The primary purposes of the Instructional Technology portfolio assessment system are to:

- Ensure that you (Instructional Technology graduate student) have the skills and knowledge necessary to be competitive in today's workforce;
- Provide you and faculty with a profile of your emerging skills and knowledge to better guide you in your learning and plan of study;
- Provide a public record of your abilities so that you can better market your skills and knowledge and so that others outside of the program have a better idea of what are students know and can do.
- Assess the appropriateness and effectiveness of the Instructional Technology program; and
- Guide program revisions for continuous improvement.

The information and materials presented here (and on linked pages) represent an initial draft of Instructional Technology Online Portfolio Assessment System.

In Fall 2005 and Spring 2006, student volunteers (primarily from EME6207) will be testing and refining our portfolio assessment system. Instructional Technology Advisory Council members, as well as other invited experts in the field and in portfolio assessments are also being asked to review and provide input on the initial system during this time.

Beginning Fall 2006, new candidates pursuing the Instructional Systems and e-Learning tracks within the Instructional Technology Master's Degree program will be required to create, maintain and continuously update an online portfolio to demonstrate progress toward, and achievement of program standards.

The portfolio assessment system will then be adapted for Instructional Technology candidates pursuing graduate certificates, the Educational Technology track within the Instructional Technology Master's Degree program, and doctoral candidates over-time.

The following information have been prepared to guide candidates through the portfolio assessment system:

- Why should you develop a portfolio?
- What are the Program Standards and related Portfolio Assessment Rubrics?
- What are the Program Standards based on?
- What should you include in your portfolio?
- How should you organize your portfolio?
- What steps should you take to develop your portfolio?
- How and when will your portfolio be reviewed?
- How do you select an external reviewer and what are the external reviewer's roles and responsibilities?
- What policies govern the development, submission and review of your portfolio?
- What are some frequently asked questions (FAQ's) about candidate portfolios?

Anyone interested in our portfolio assessment system is free to review listed documents. If you have any questions or comments, please contact an Instructional Technology faculty member.

# 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@ucf.edu) who will keep you application and resume on file for consideration as Assistantships become available.

# Graduate Student Associations

## Graduate Student Association (GSA)

**The Graduate Student Association (GSA)** is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit facebook.com/groups/UCFgsa/. For individual department or graduate program organizations, please see program advisor.

# Professional Development

## Pathways to Success Workshops

Coordinated by the College of Graduate Studies, the Pathways to Success program offers free development opportunities for graduate students including workshops in Academic Integrity, Graduate Grantsmanship, Graduate Teaching, Personal Development, Professional Development, and Research. For more information and how to register, please visit graduate.ucf.edu/pathways-to-success/.

# Job Search

## Career Services

UCF's Career Services department offers a wide range of programs and services designed to assist graduate students. These services include evaluation and exploration of career goals, preparation for the job search and job search resources. To learn more, visit their website at career.ucf.edu/.

# Forms

- College of Community Innovation and Education
  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
- 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

**Campbell, Laurie** *
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