

Graduate Student Handbook

Department of Educational Psychology & Instructional Technology

Learning, Design, and Technology Program
Instructional Design & Development Emphasis Area

M.Ed. & Ed.S. Degrees
2009 Cohort Edition

<http://www.coe.uga.edu/epit/idd/>

The University of Georgia
Athens, GA



The University of Georgia

Welcome to the University of Georgia and the Department of Educational Psychology & Instructional Technology!

We are delighted to have you join our learning community in Instructional Design & Development within the Learning, Design, & Technology program. We look forward to helping you achieve your professional goals and expectations. This is a very exciting time to be in our profession. The field of Instructional Technology is presented with many opportunities and challenges resulting from new media and advances in learning theory, as well as society's increasing expectations of our schools and other education and training organizations.

This graduate student handbook for the M.Ed. & Ed.S. degrees in the Instructional Design & Development area is intended to assist you in planning your program of studies and monitoring progress toward your degree. Because no single document can cover all individual situations and needs, your advisor and all faculty stand ready to assist you in other ways to assure the timely completion of your degree. I also encourage you to periodically check our departmental Web site for any updates and other timely information.

I encourage you to take advantage of other learning and professional development opportunities such as attending our seminars, participating in social events and becoming actively involved in the department's student associations (GREP-IT and ITSA). Opportunities also abound to work on projects, engage in service activities, and gain valuable intern experience.

This year also marks the move of the IDD area to the UGA Gwinnett campus with the additional change of the degree programs being offered using a cohort model. This is an exciting change and one we hope will expand the graduate opportunities in learning, design, and technology for professionals in the state of Georgia.

As you begin and complete your degree program, your academic advisor should be your first point of contact. However, you should also feel free to contact me anytime. Once again, welcome.

Sincerely,

Lloyd P. Rieber, Ph.D.
Professor and Coordinator, IDD emphasis area

Introduction

The purpose of this handbook is to describe the goals, requirements, and procedures of the M.Ed. and Ed.S. degrees within the Instructional Design & Development emphasis area of the Learning, Design, and Technology* program in the Department of Educational Psychology & Instructional Technology, College of Education, at the University of Georgia.

An important resource for all IDD graduate students is the IDD Web site, so you should get acquainted with this as soon as possible:

<http://www.coe.uga.edu/epit/idd/>

The most current versions of important documents (including guidelines, advising guides, and forms) can be found within this web site.

*Note: As of July 1, 2008, the program changed its name from Instructional Technology to Learning, Design, & Technology (LDT) in order to reflect more accurately the goals of the program and future directions of the field. However, all degrees will remain listed as “Instructional Technology” for the foreseeable future. Throughout this handbook, instructional technology will be used to refer to the professional field within which LDT resides.

Overview of the M.Ed. and Ed.S. Degrees

The Learning, Design, and Technology Program (LDT) offers three degrees: M.Ed., Ed.S., and Ph.D. The Ph.D. is designed to prepare researchers and scholars to explore and further the theory and practice of the field. In contrast, the M.Ed. and Ed.S. are designed to prepare professionals to work in a variety of applied settings, such as schools, businesses and corporations, non-profit organizations, informal education (e.g. museums), military, and higher education. The M.Ed. and Ed.S. degrees are offered to students in both the Instructional Design and Development and School Library Media (SLM) emphasis areas. SLM is a specialized program leading to Georgia state certification as a Library Media Specialist.

Despite the different goals and purposes of these various degrees, all our students share the important goal of helping people of all ages reach their full potential through education and training. You should expect to collaborate with, learn from, and help teach all students and faculty in the department. You will likely take courses in which students from all our various emphasis areas and degrees are registered. We hope you will take advantage of this in order to learn more about the breadth of applicability of degrees within instructional technology.

In IDD, the Ed.S. is meant solely for people working in K-12 schools, whereas the M.Ed. is appropriate for people who work in any educational or training context. The Ed.S. is designed to prepare educators to assume leadership positions in the schools, such as the position of Technology Coordinator. Students who complete the M.Ed. qualify for positions as instructional designers, multimedia developers, project managers, and instructional technologists in a wide variety of business and educational settings. Certified teachers who pursue the M.Ed. are

prepared to use technology more effectively in their classrooms and this degree is an important first step toward becoming a school leader in the area of learning and technology.

Successfully completing a M.Ed. or Ed.S. degree can be summarized by the following expectations:

1. Completion of the required semester hours (37 for M.Ed.; 30 for Ed.S.) consisting of both required and elective courses;
2. Developing, presenting, and defending a professional portfolio that provides evidence of your knowledge, skills, and abilities related to instructional technology;
3. Becoming a contributing member of our department's culture of professional development.

The first two expectations are described next. However, the third expectation is much harder to explain. It requires all students to accept the role of being active learners who are willing to take initiative, action, and responsibility for their own learning plus be a willing collaborator with other students and faculty in the department. When we all work together and take on these responsibilities as individuals, the culture of professional development can be maintained.

The M.Ed. Curriculum with Instructional Design & Development

The heart of the M.Ed. experience is the curriculum consisting of a minimum of 37 semester hours. Below is an overview of the 11 courses that make up the curriculum, listed in the general order in which the courses are taken:

- **EDIT 6100 Introduction to Instructional Technology** (3 credits)
This course provides an overview of the Instructional Technology profession and its foundational areas of instructional design, management, educational media, and learning and cognition.
- **EDIT 6170 Introduction to Instructional Design** (3 credits)
This course introduces participants to the skills and processes leading to the design, development, and evaluation of instruction.
- **EDIT 6150: Basic Multimedia Design and Development Skills** (3 credits)
Also known informally as “studio prep,” this course introduces participants to the most basic multimedia design and development skills that are prerequisite to the studio experience.
- **The Studio Experience** (16 credits)
This consists of four courses taken in this order: EDIT 6190 Design and Development Tools (4 credits), EDIT 6200 Learning Environments Design I (4 credits), a second EDIT 6190 Design and Development Tools (4 credits), and EDIT 6210 Learning Environments Design II (4 credits)

Notes: EDIT 6190 and EDIT 6170 are prerequisite to EDIT 6200; EDIT 6210 includes an oral comprehensive exam that focuses on the candidate's command of the professional literature related to the theory and practice in the field.

- **EDIT 6400 Emerging Approaches to Teaching, Learning & Technology** (3 credits)
This is a theory-based course that introduces students to cognition and technology's role in facilitating human learning. Topics include Situated Cognition, Anchored Instruction, Goal-based Scenarios, etc.
- **EDIT 6900 - Research Methods in IT** (3 credits)
In this course students design, implement and write-up/publish a study related to their interests. This course is typically taken near the end of the program.
- **EDIT 7550 Management of Instructional Projects** (3 credits)
This course introduces students to effective project management skills, processes, and practices.
- **Student Choice: EDIT 7500** (for K-12 audience) **or EDIT 8350** (for business & industry audience)
EDIT 7500 Technology Enhanced Classroom Environments (3 credits)
This course introduces students to a variety of technology integration models and collaborative educational practices.

OR

EDIT 8350 Instructional Product Evaluation (3 credits)

This course introduces students to the planning, conducting, analyzing, and reporting of systematic evaluations of instructional products and programs.

Depending on available resources during any given academic year, additional “student choices” of courses in a particular semester may be given.

A two-year course schedule is maintained on the IDD Web site detailing which courses you will take when. However, this is always tentative and subject to revision.

The Ed.S. Curriculum with Instructional Design & Development

Similar to the M.Ed. degree, the core of the Ed.S. experience is the curriculum above, but consisting of a minimum of 30 semester hours. Ed.S. students take the same courses listed above at the same time as M.Ed. students, except for the following:

- EDIT 6190 (second time)
- EDIT 6210

Ed.S. students are also required to take a 1-credit experience, which for most students will be an internship with a local school technology coordinator. However, students can negotiate the 1-credit experience with their academic advisors. Ed.S. students who have

already taken one or more of the courses above as part of their Masters experience can substitute another course with their academic advisor's approval.

The Cohort Approach

The M.Ed. and Ed.S. degrees in instructional technology offered in the IDD area are being delivered in a flexible mode that combines innovative class scheduling and online courses to accommodate a variety of work schedules.

Students are expected to take two classes per semester as part of a two-year cohort. Students in a cohort begin their programs at the same time and complete the same courses in the same sequence. Students who keep pace with the cohort should finish the program in two years.

In general, one of the two classes takes place almost completely online, while the other meets predominately face-to-face at the UGA Gwinnett Campus. Other meeting modes, locations, and technologies will be used as needed. No routine travel to the University campus in Athens is necessary, however infrequent, occasional trips to Athens may be needed such as to take advantage of resources only found there.

Significant delays to your graduation are possible and likely should circumstances arise where you find that you are unable to complete the prescribed courses in a particular semester. We are unable to offer all courses in all semesters and some courses are offered only once per calendar year. This, coupled with the fact that some courses are prerequisite to other courses, means that your completion of the program could be delayed a year or more if you are unable to complete the program in the prescribed sequence.

We have organized the curriculum with the full-time working professional in mind, but with the assumption that the professional work day extends from morning until late afternoon. We cannot accommodate full-time schedules that deviate from this standard. Consequently, weekday classes will be scheduled to begin generally at 5:00 p.m. (though occasionally as early as 4:00 pm). Some classes may also be scheduled to take place on Saturday.

Technology Requirements

It is difficult to imagine any professional working today without ready access to adequate computer resources. This is especially true among those working in the Instructional Technology profession given our increasing reliance on computer technology. All students admitted into the program must have their own laptop computer, prescribed software, and video camera, and be prepared to bring these resources to each class or event. Consult the hardware and software specifications provided as part of the materials sent to you when you were admitted into the program.

Purchasing these materials is a good investment, not only for completion of your graduate studies, but also for your future as an IT professional. It is likewise very important to have access to broadband Internet access, especially since many courses you will take will be delivered online.

Hardware and software specifications constantly change to reflect industry standards and practices. Although we believe that the hardware and software you purchase at the beginning of your program will remain adequate until you graduate, you should be prepared to purchase updates and upgrades where absolutely necessary.

The UGA Gwinnett Campus

Beginning in summer 2009, the IDD area will offer all face-to-face courses and events at the UGA Gwinnett Campus. This campus features state-of-the-art classrooms and instructional support. A wireless network is available at this campus and is accessible to anyone with a UGA myID at no additional charge. Parking is free. It is important that all students become familiar and comply with all campus regulations and policies. Consult the UGA Gwinnett campus web site for more information:

<http://www.uga.edu/gwinnett/>

Portfolios and the Required Graduate Final Examination

As outlined in the Graduate Bulletin, all M.Ed. and Ed.S. candidates must pass a final examination administered by the academic program. The IDD faculty base this required examination on a set of procedures typically called portfolio assessment. The purpose of the portfolio is to provide an opportunity for each candidate to present a record of themselves to faculty and other students for critical assessment. Each candidate is required to construct a portfolio that represents the candidate's competence at the Master's or Ed.S. level. The portfolio is a tangible document that consists of course documents and other materials as described in the "Portfolio Examination Guidelines"; these guidelines can be found on the IDD Portfolio home page:

<http://projects.coe.uga.edu/ldt/idd/portfolios/index.asp>

The portfolio is an integral part of the preparation for the required oral examination at the end of each student's graduate program. Your portfolio is not something you prepare later, but rather something you begin developing at the very start of your graduate experience. You should begin building your portfolio on the first day of your first graduate class. Of course, it is expected that the format and content of each portfolio will differ widely among students.

Each candidate must construct their portfolio appropriately according to specifications given to you. Portfolios must be completed in time to allow for a departmental review according to due dates provided at the start of each semester. Each candidate must also schedule a time when they

will present and defend their portfolio before the entire department. The portfolio defense may need to be scheduled during the business day, so candidates should be prepared to take a personal leave day from work to meet this important requirement. Candidates who do not adequately prepare and defend their portfolio according to the specifications and due dates provided risk not graduating on time.

Procedures for Completing Graduate Study for the M.Ed. and Ed.S. Degrees

The information provided in this handbook is for your reference. Although guidelines and policy change regularly, every attempt has been made in this handbook to reflect the most accurate information at the time of printing. University and college policy prevail in any cases of conflict. Consult with your advisor before making any significant decision to assure it is in agreement with current procedures or requirements.

All of the Graduate School forms can be found at their web site:

<http://www.grad.uga.edu/>

Milestones in the Graduate Experience

A. Initial Advisement for Course Work

1. Following admission to the program, you will be sent a letter welcoming you to the department. This letter will provide, or direct you to, important information, such as steps for completing the admission process, the day, time, and location of the IDD New Cohort Orientation, and specifications for required hardware and software resources.
2. The name, email, and phone number of the faculty member assigned as your advisor will be contained in the welcome letter, or provided to you at the orientation. Develop good communication with your advisor early in your program and maintain this communication throughout. Your advisor should be the first person you contact for questions, or to discuss problems you are having. Some academic advisors have their offices in Athens, not Gwinnett. If you wish to speak to your advisor and you do not think a phone call will do, you may need to either drive to Athens or wait until your advisor's next planned time at the Gwinnett campus. So, please plan accordingly if you need to schedule a face-to-face appointment with your advisor.
3. Attend the IDD New Cohort Orientation. The philosophy and mechanics of the cohort will be explained during the orientation. This orientation is also your first opportunity to meet other students in the cohort. You will find that other students in the cohort will likely become very important resources and sources of help. Likewise, you are expected to help other students in the cohort where and when appropriate.

B. IDD and EPIT Student Listservs

1. Email is the official means of communication within UGA for all academic matters. Probably the most important communication link between all IDD faculty and students is email and the IDD-L listserv. Similarly, the department maintains EPIT-L, a student listserv for all EPIT graduate students. You will be subscribed to each of these important listservs shortly before your classes begin using the email address included in your graduate application. All important announcements are distributed to students in the department only using the EPIT-L and IDD-L listservs and all students are required to remain subscribed to them while a student. You are responsible to check your email frequently.
2. *UGA MyID*. The University provides several computer resources to registered students, such as a University email account along with web server space. Almost all of these services are accessed using one special university account called “MyID.” A MyID account is also required for many course resources and activities (such as an online learning resource used by many classes called WebCT), so be sure to get and become acquainted with your MyID account soon after being admitted.
3. Once you have obtained a UGA email address, you are encouraged to contact the IDD coordinator to request that it be used for receiving all IDD-L listerv email.
4. Also, please note that the department, college, and university considers your UGA email address as your official email address, so if you do not plan on using it as your main email, you should forward your UGA email to your preferred email address. You also need to check your UGA “junk” folder occasionally just in case important email is inadvertently marked as spam. If your email address changes, it is your responsibility to notify the department.

C. Coursework

1. It is your responsibility to communicate with your advisor prior to registering each semester. It may be necessary to schedule a face-to-face appointment with your advisor, but it is likely that phone or email will suffice for most people and situations. Plan well in advance to avoid congestion and stress during the last days of registration. Consult OASIS for deadlines.

D. Program of Study

1. The Program of Study should be submitted to the Graduate School when you have completed between 12 and 18 hours (about the half-way point), or when you have identified all of your elective courses. Please note that the program of study must be filed before the Graduate School’s published deadline for the semester in which you plan to

graduate. You will not graduate if you fail to do so. (Note that the deadline usually falls at the start of the semester in which the student plans to graduate.)

2. The Program of Study should be discussed with your advisor before being completed and then approved by your advisor, the Graduate Coordinator, and the Graduate School.
3. After approval of the Program of Study, your advisor, the Graduate Coordinator, and the Graduate School must approve all program changes.

E. Application for Graduation

Students must apply for graduation on the Graduate School's Web site before the Graduate School's published deadline for the semester in which you plan to graduate. You will not graduate if you fail to do so. (Note that the deadline usually falls at the start of the semester in which the student plans to graduate, but students are advised to apply for graduation well in advance of this deadline.)

F. Portfolio Examination

1. Prepare your portfolio in accordance with the Portfolio Examination Guidelines and by the dates listed on the IDD Portfolio Management Web site:

<http://projects.coe.uga.edu/ldt/idd/portfolios/index.asp>

2. You must be registered for at least 3 semester hours during the semester in which you submit your portfolio for examination. You must also be registered for at least 3 semester hours during the semester in which you plan to graduate. Typically these two events will occur in the same semester.
3. A committee of 3 departmental faculty, including the candidate's major professor, reviews the candidate's portfolio. The student, in consultation with the major advisor, chooses the other two committee members.
4. You must notify the Department of your intent to submit and defend your portfolio by completing the appropriate online form on the IDD Portfolio Management Web site at the beginning of the semester. The deadline for submitting this online form is listed on the Web site.

Among the information required on this form are the following: The names of your graduate committee; the date, time, and preferred room number of the portfolio presentation.

5. You must submit your completed portfolio for departmental review by the date announced on the IDD Portfolio Management Web site. This date generally occurs

around mid-semester. Please note that your portfolio must first be judged as “ready for review” by your advisor. This means that your advisor needs time to review your portfolio to make sure that all required sections are included and that the portfolio is well written. It is recommended that all students submit their portfolios to their advisors for this preliminary review at least one week prior to the department’s deadline to allow time for revisions. Any portfolio not completed by the deadline announced on the Web site will not be reviewed that semester.

6. There are specific dates each semester by which all portfolios must be presented to the department. Again, these dates are listed on the IDD Portfolio Management Web site.

G. Graduation

Congratulations!

You are invited, but not required, to participate in Commencement ceremonies sponsored by the Graduate School as well as a Convocation sponsored by the College of Education. Information about these events is posted each semester on the graduate school’s website and the College of Education website, respectively.