



Graduate Student Handbook
Spring 2008

Master's (M.Ed.)
Program in Instructional Technology

Department of Media and Instructional Technology
College of Education



Purpose Statement

The Master's degree program in Media with emphasis in Instructional Technology in the Department of Media and Instructional Technology at the University of West Georgia is designed for the preparation of instructional technology leaders in schools and work places. The systematically planned curriculum develops graduates who serve as flexible, responsible decision makers in a variety of roles such as technology lead teachers in a variety of fields (e.g., early childhood, middle grades, special education, etc.), trainers, consultants and coordinators. The program reflects the latest technological developments in the field; research that is taking place in schools and work places; effective research practices in the profession; and successful leadership models.

Program Requirements

All students are required to attend the Media and Instructional Technology student orientation and meet with their advisors prior to initial registration. This traditionally takes place the Saturday before classes begin and lasts approximately three hours. When a student is officially admitted to the program, the admission letter from the department will contain information on where to go for the meeting and when the meeting will take place.

At the orientation meeting students are introduced to important program procedures, the distance learning platform (*WebCT*), and complete a proposed plan of study with their assigned advisor. This plan must be signed by the student, advisor, and Department Chair and then filed with the MIT Department and the Graduate School during the first semester of study. A sample program sheet is included in the Appendices.

M.Ed. Program (Plan B)

The Master's degree in Media with emphasis in Instructional Technology requires 36 semester hours of course work beyond the bachelor's degree. This is NOT a certification program. All

coursework must be completed within a seven-year period. This begins with the first class the student takes towards the degree. In some instances when extenuating circumstances occur such as a student's illness, the student's advisor along with the support of the Department Chair may request an extension in the program from the Graduate Dean. The Graduate Dean may extend the student's program completion by a semester or two. The curriculum includes:

Area I: 3 semester hours (1 course) in Educational Psychology (CEPD 6101)

Area II: 3 semester hours (1 course) in Foundations (PTED 7271 or EDLE 6322)

Area III: 27 semester hours (9 courses) in Instructional Technology (MEDT 6401, MEDT 6462, MEDT 6487, MEDT 7461, MEDT 7464, MEDT 7467, MEDT 7468, MEDT 7470, and one approved technology elective).

Area IV: 3 semester hours (1 course) in Research (EDRS 6301 or EDRS 6302).

The courses in Area III, Instructional Technology, follow a prescribed sequence, and advisors work closely with all students to make sure courses are

taken in the correct order. These are indicated by numbers in parentheses to the right of the course. A "1" indicates the course should be taken at the beginning of the student's program while a "2" indicates the course should be taken in the middle of the student's program. Lastly, a "3" means the course should be taken at the end of the student's program.

Students, who are *InTech* or equivalently certified, are not required to take MEDT 6401, Instructional Technology. They may take an elective instructional technology course instead. Students who do not have basic computer skills must take MEDT 2401 or one of the MEDT 2401 exemption exam options in addition to MEDT 6401. Generally, at the graduate level, most students have basic computing skills and start with MEDT 6401. If students are not planning on becoming technology coordinators or technology trainers, they may take an elective instead of an Internship in Instructional Technology, MEDT 6491. MEDT 6462 Administration of Instructional Technology Programs should be one of the first courses taken in the program. See example of the program sheet in the appendices.

Before exiting the program, students must also complete an electronic portfolio that documents their achievement of the program's objectives and satisfactorily completing a departmental comprehensive exam. This takes place at the end of the student's last semester.

The student must maintain a "B" average throughout the program. If a "C" is earned in any course the Graduate School and Department of Media and Instructional Technology will review the student's status in the program. The MIT Department will determine whether the student is eligible to continue with the M.Ed. program. A grade of "C" in a second course will automatically result in a one year suspension from the program if the GPA is below a B average. If the student

has a B average, the MIT Department will determine if the student is given a year suspension or not.

Important Procedures

Advisement Information

1. All students must meet with their assigned advisor prior to the first semester they are enrolled in the program to make sure they take courses in the right sequence and when available.
2. All students must have a signed program sheet by the end of the first semester. The Graduate School checks the program sheet for completion of required courses when a student applies for graduation.
3. All students should immediately contact a faculty advisor when program questions develop so they can be answered in a timely fashion.
4. All new students must attend a student orientation meeting prior to their first semester to learn about the program and various distance technologies that are utilized in the program, as well as meet the MIT faculty.
5. All students must prepare an electronic portfolio during the program and present this at the Portfolio Presentation at the conclusion of Practicum. The portfolio is to consist of projects completed throughout the program and linked to the UWG conceptual framework and national standards.
6. Students are encouraged to take NO more than two (2) courses during any semester. This includes Summer session because it is only six (6) weeks in duration. Course content during

Summer session is the same as during the full-length semester.

Contact the Graduate Office for the appropriate paperwork.

7. All students must register to graduate two semesters before graduation. For example, students planning to graduate at the end of Spring semester should apply for graduation at the beginning of the preceding Fall semester.
8. When a student has completed course work toward certification, then he/she should submit the paperwork to the Certification Office in the College of Education. For more information, call (678) 839-6570.

Registration and Related Information

Registration for fall semester is generally held in April and July, spring semester registration takes place in November, and summer registration is in April. New students can also register immediately preceding the beginning of the semester. Fees are due at the end of the Registration period. Late registration is held concurrently with the drop/add period during the first week of classes, however students who complete their initial registration during this time must pay a late registration fee. Dropping or adding courses to an existing schedule does not incur an additional charge. The specific dates for registration, late registration, and drop/add are published in the *University Calendar* and the *Scoop*, both of which are available online at the UWG Office of the Registrar (<http://www.westga.edu/~registra/>).

Before registering, students should consult the program plan that was developed with their advisor. If a student wishes to register for courses other than those agreed upon during the initial advisement, or wishes to resequence the courses, the advisor should be consulted to determine if this will have an adverse effect on the timely completion of the program. Students who are working are advised to register for no more than two courses each semester.

Students can register via the Internet (*Banweb*), in person at the Registrar's office, or by mail/ fax.

Registration using the Internet (*Banweb*)

1. Students can register using *Banweb* from any computer with Netscape 3.0 or higher or in any computer lab on campus. *Banweb* is accessed at <http://banweb.westga.edu>. To register, or adjust schedules, the Secured Access entry must be used. This requires a logon and password (which is included with admission materials). Once a student has logged in, guidance is provided to complete the required task.
2. The registration and schedule adjustment functions on *Banweb* are available during the announced registration periods. *Banweb* undergoes system maintenance between 11:30 pm and 4:30 am and is generally unavailable during this time.
3. The Public Access component of *Banweb* is always available. Course schedules and

offerings for current and upcoming semesters are posted under the *Class Bulletin* link.

4. After registering, students should print a copy of their schedule and bill and confirm the accuracy of each. The University will not mail bills to students who register online. Students are responsible for submitting payment on time.
5. Fees must be paid by the date noted, or classes will be dropped.

Registration in Person

The Registrar's Office will process in-person registrations between 9:00 am and 4:45 pm (excluding Wednesdays) during the registration periods noted in the *Scoop*.

Fees must be paid by the date noted, or classes will be dropped.

Registration by Mail/Fax (Fully Admitted Students Only)

1. Students can register by mail/fax by providing full name, student ID number or social security number, current address, phone number where s/he can be reached 8:00 am – 5:00 pm, and for each course, the CRN, course subject, course number, and section number.
2. The requested information should be mailed to the Registrar's Office, Parker Hall, Carrollton, GA 30118 or faxed to the Registrar's Office at 678.839.6439. There is no guarantee that courses will be open and available when the registration is processed.

3. Students will be mailed a schedule confirmation and bill and should check the accuracy of each.
4. Fees must be paid by the date noted, or classes will be dropped.

Fee Payment

Fees must be paid by the date noted on the schedule confirmation and bill or classes will be dropped. Fees may be paid by cash, check, or credit card, Monday – Friday, 8:30 am – 4:30 pm at the Cashier's Window in Aycock Hall. After 4:30 pm, checks may be deposited in the Night Depository in Aycock Hall. Students may also pay their fees using a credit card via *Banweb* or by mailing the bill and credit card authorization to —

Office of the Controller
ATTN: Student Financial Services
University of West Georgia
Carrollton, GA 30118-4220.

Drop/Add

The drop/add period during which students may drop or add courses from their schedule without penalty is published each semester in the *University Calendar* and the *Scoop*, both of which are available online at the UWG Office of the Registrar (<http://www.westga.edu/~registra/>). Generally, the drop/add period coincides with the first week of classes. Dropped courses are removed from the student's class schedule and will not appear on the student's transcript. Faculty have the authority to drop students who do not attend the first class meeting. However, all faculty members do not automatically drop such students. If you do not intend to remain in a course, you must drop the course before the end of the drop/add period. Failure to drop the course may result in a grade of F and tuition/ fees will not be refunded. If you drop a course during the drop/add

period, and you are entitled to a refund, contact the Student Financial Services Office in Aycock Hall (678) 839-4737) to find out when your refund will be disbursed. Refunds are disbursed to the student's West Georgia HigherOne card. Tuition is forfeited when courses are dropped after the drop/add period.

Withdrawal from a Course

Students who wish to withdraw from a course after drop/add are encouraged to contact the course instructor to discuss possible options before withdrawing. Depending on the circumstances, but particularly in situations involving personal or family health issues, instructors may be able to negotiate a revised course schedule rather than requiring a student to withdraw and forfeit tuition. Students may withdraw on *Banweb* or go to the Registrar's Office in Parker Hall and withdraw in person. There is no refund for withdrawing from a course.

If a student withdraws before the mid-point of a term (a withdrawal equals a grade of W), a W will appear on the student transcript, but will not affect the student's GPA. If a student withdraws after the midpoint of a term (a withdrawal equals a grade of WF), a WF will appear on the student transcript, and will count the same as an F in the computation of GPA. The deadline for withdrawing with a grade of W can be found in the *Scoop* for each semester.

Withdrawal from the University

If a student decides not to attend UWG for a semester for which he/she has registered and paid fees, the student must drop or withdraw from all courses on *Banweb*, or call (678) 839-6438 or go to the Registrar's office in Parker Hall in person to withdraw. Student Financial Services, (678) 839-4737, will determine the amount of refund due based on a pro-rata percentage determined by

dividing the number of calendar days in the semester that the student completed by the total number of calendar days in a semester. Students who withdraw after 60% of the semester has been completed are not entitled to a refund of charges. Refunds are issued to the student's West Georgia HigherOne card.

A student may be administratively withdrawn from the University when in the judgment of the Vice President for Student Services, in consultation, when appropriate, with the student's parents or spouse, the Director of the Student Development Center, and the University Physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which --

- poses a significant danger or threat of physical harm to the student or to the person or property of others, or
- causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the University or its personnel, or
- causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and other publications of the University.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning continued enrollment at the University.

The West Georgia HigherOne Card

The West Georgia HigherOne card is a Master Card Debit Card. It can serve as a primary bank account while allowing cardholders to get cash from ATMs, write checks, send and receive

money electronically, and monitor accounts online. Students also receive their financial aid refunds electronically through this system.

Students receive their HigherOne cash card in the mail approximately 10 days after Registration. The card must be activated to receive financial aid balance refunds, refunds from dropped classes, refunds from early withdrawals from the university, scholarships, and other refunds. On campus, the card can be used at the University Bookstore, to pay fees at the Business Office, and all campus food locations.

Transfer Credit

In any master's graduate program, a maximum of 6 semester hours of graduate credit may be transferred from another accredited institution subject to the following conditions:

- Work already applied toward another completed degree cannot be accepted;
- Work must have been completed within the seven-year period allowed for the completion of COE degree requirements;
- Work must have been applicable toward a graduate degree at the institution where the credit was earned;
- Work offered for transfer must have the approval of the student's advisor, the chair of the Media and Instructional Technology

Department, and the Dean of the Graduate School;

- Acceptance of the transfer credit does not reduce the residency requirement;
- Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements. Students seeking to earn credit through another online program must secure department approval in advance.

Change of Program

To transfer from one graduate degree program to another, the student must submit his or her request in writing to the Graduate Office. This request must then be approved by the new major department and the Dean of the Graduate School.



Electronic Portfolio Assistance and Information

The Electronic Portfolio is an ongoing and in-depth project. Because the project is a technically sophisticated one, the advice found below should be carefully followed. Your attention to details will ensure your electronic portfolio is professionally submitted and will allow you to work without frustration.

Technical Instructions for Preparing Electronic Portfolio

- Candidates should create a folder in *My Documents* or on their computer desktop.
- Download the electronic portfolio document available at –

http://coe.westga.edu/mit/eport/eport_masters_it_9_05.pdf
- Keep all projects, related documents, files, images from courses in electronic format and stored in the folder. Doing this will make the creation of your electronic portfolio easier for you.
- Keep a backup of your folder on an external storage device such as: CD, flash drive,

external hard drive. It is highly recommended that you keep copies of your work in **two** places in addition to your normal hard drive.

- Attend the electronic portfolio workshop held early in each semester. Your attendance at one of these workshops will assist you with the knowledge you need to produce a successful electronic portfolio and save you time and frustration at the end of your program.
- Additional information for the electronic portfolio development will be provided during a workshop presented by the MIT faculty.
- A matrix of electronic portfolio requirements and a rubric are included in Appendix B.

Comprehensive Written and Oral Examinations

All M.Ed. candidates must complete a comprehensive written and oral examination.

Procedures for Comprehensive Written and Oral Examinations

At the beginning of the semester prior to the semester a candidate plans to graduate, the Candidate must contact her/his advisor and follow the procedures outlined here:

1. Respond to written examination questions

The written examination questions will be distributed to the student during the student's last semester in the program.

Responses to the examination questions should be submitted to the student's advisor by the specified date.

The written responses to the questions should reflect the candidate's critical thinking skills and knowledge of course content covered in the M.Ed. program.

2. Provide an Electronic Portfolio

One week before the visual/oral presentation, the candidate will provide the advisor with a copy of the electronic portfolio, burned to a CD, for the committee to review prior to the actual visual/oral presentation.

Response to the examination questions, as a word document, should be included in the Electronic Portfolio.

3. Share the Electronic Portfolio

The Visual/Oral Presentation of the Electronic Portfolio should be based on the candidate's course work, practicum/ internship or on the job experience, and personal observations.

A question and answer session will follow the candidate's presentation.

Feedback on the candidate's portfolio will be given by the committee members.

After the visual/oral presentation and the submission of the written examination questions have been completed, the candidate will be asked to complete and return to the Department Chair a departmental evaluation survey form referred to as the "Program Outcomes Survey" to provide feedback regarding the degree to which the candidate believes program outcomes have been met.

Questions that must be answered are:

- How have your knowledge, skills, and disposition changed as a result of the program?
- What were the strengths and weaknesses of the program from your perspective?
- What suggestions do you have for program improvements?

Procedures for Candidates Who Do Not Pass the Comprehensive Examination

If a candidate exhibits a weakness or weaknesses on the comprehensive exam and does not pass, several forms of remediation may be required depending on the situation.

Under the direction of his or her advisor or appointed mentor, the student may be required to:

- Enroll and successfully complete an additional approved course
- Prepare a paper on an assigned topic
- Make revisions in the electronic portfolio and resubmit for review by the Committee
- Participate in a specially designed mentoring program with an assigned mentor (e.g., media specialist, instructional technologist, media or technology faculty member in the department) to improve an area or areas of weakness
- Complete other assigned projects.
- At the completion of the remediation, the candidate will respond to additional written/oral questions or prompts.



Being a Successful Online Learner

What You Need to Know

Let us first commend you on your choice of an online program. Our faculty have extensive experience teaching in the online environment, and we know you will find our programs to be a challenging as well as a rewarding experience. Before you embark on your new educational adventure, there are some things you need to know.

What is online learning?

Online learning is much more than simply separating the learner and the instructor in space and time. Our courses go far beyond the traditional correspondence course, with the read-this-chapter and answer-these-questions format. In our classes, you will be expected to be actively engaged in the learning process. We strive to include dynamic and authentic learning activities that will demand you think “outside of the box” and apply what you learn in real world contexts.

Understanding the difference between schedule and pace

You may have heard that online learning allows you to work on your own schedule at your own pace. Well, yes and no. Online classes follow the same schedule as regular campus-based classes, have a specific time frame (including some scheduled face-to-face meetings), and specific due dates. You must pay attention to when all assignments are due and meet those deadlines. However, within the confines of the class schedule, you can generally work at your own *pace*. This means that you can complete the work at any time convenient to you as long as it is done by the posted due date.

Before you begin

Before you take your first class, you should do a few things to prepare yourself.

Familiarize yourself with WebCT Vista.

WebCT Vista is the learning management system that UWG uses to deliver online courses. If you have never worked in *WebCT Vista* before, you need to complete the tutorials and read through the available resources *before your first class*. *WebCT Vista* resources are accessible at --

<http://www.westga.edu/%7Edistance/webct2/students/>

Have consistent access to a recent computer and high-speed Internet.

Enrolling in an online program means having access to the necessary equipment needed to be successful. While you can potentially get by with dial-up Internet service and/or an older computer (more than 4 years), you are *strongly encouraged* to up-date your available equipment. The online learning experience will be much more enjoyable if you invest in the necessary resources.

Find your quiet place.

Despite rumors to the contrary, online learning is not easier than traditional classroom learning and, in fact, most distance learners report that it is often

more rigorous and takes much more time. You will need to enlist the understanding of family, friends, and coworkers in helping you find the time and the place to work in peace.

Procrastination is the biggest enemy for online learners. Success in this learning environment is directly tied to prioritizing your time to make sure you keep up with the class and complete all work in a timely fashion.

After the class starts

Once your coursework has begun, here are some tips to make sure you have an enjoyable and productive learning experience.

Communication and participation.

Online courses thrive on communication and participation. Much of the communication in a virtual classroom will be written. It is very important that you read all instructions and pay careful attention to detail. A significant percentage of “poor” grades can be traced back to students not reading and following directions carefully. So, when in doubt, ask questions.

You should also be comfortable and able to express yourself in written form. Different classes will have different requirements and expectations when it comes to written communications but, in general, communication in this environment requires that you commit to being an active participant in a sustained dialogue.

Active means adding something meaningful to the conversation. One of the greatest things about asynchronous communication in online classes is that it allows introverts to express themselves freely. If you are the type to stay quiet in a regular classroom, now is your chance to have the time you need to reflect on topics and to add something

significant to the debate. Many students comment that the most engaging and important aspect of their classes revolves around the sharing of opinions and experiences in the discussion forums. As with most things in life, civility is paramount with online communications. The learning environment should remain positive and supportive. For that to happen, everyone should remain polite to and respectful of others. Remember, there is a big difference between “attacking” an idea and attacking a person.

Stay on top of the work.

For most students, there is an online learning curve. It is not uncommon for students to feel lost and stressed out as they begin an online program. One of the most important things you can do to help yourself is to set goals, stay on top of the work, and not get behind. While on-line learning provides for great freedom and flexibility, it also demands maturity, good time management skills, and a high level of commitment and discipline. Perhaps, the single most important thing you can do to help ensure you do not fall behind is to make the commitment to log into the course everyday — even if only for a few minutes. At the very least, strive for 4-5 times a week.

Take the initiative.

Much research has been done about the characteristics of good online learners. In general, good online learners have a positive self image, a strong work ethic, self-determination, self-discipline, self-motivation and basic technology skills (Kachel, Henry, & Keller, 2005). So, in short, good online learners take the self-initiative needed to complete tasks and be successful at a distance even in the face of what they may see as

“unclear” direction. Given the nature of technological advances, we often tell students that the single biggest skill a media or educational technology professional can cultivate is the ability to adapt, to change, and to learn on one’s own.

If you are having problems, speak up!

Even though you are expected to be self-motivated, you are not alone “out there.” In this program, you will find faculty to be very approachable and receptive of your questions and concerns. Do not hesitate to approach your professor with your concerns, issues or ideas. Remember, your professors and fellow students are not mind readers. So much can be lost in the predominantly asynchronous communication of online courses. We are not able to read your body language to know if you are happy, confused, angry, etc. Likewise, if you do not understand what the professor means on an assignment or in a discussion or email, please let him or her know. We want to help address any difficulties you may be having, but we cannot do so unless you communicate with us clearly.

After the class ends

Take the time to reflect on what you have learned and complete all assessments for the course.

Your professors very much value your opinion, and we take our class evaluations seriously. Good online courses should always be in a constant state of revision. Your input helps guide the redesign of the course to better meet the needs of future students.

Be a proud advocate for the program and for online learning.

There is much in the way of bad press concerning online learning. Advocate for the merits of online learning to your friends, family and coworkers. We need people who can go forth and explain that high quality learning can indeed be had in the virtual classroom. As you work through your program, we hope you come to believe as we do that good distance courses can even surpass good face-to-face courses in quality. The growth of our program largely depends on word of mouth, so we depend on you.



University and College Resources

The Ingram Library (678) 839-6435

The Ingram Library may be accessed directly at <http://www.westga.edu/~library/>. The library has an extensive collection of resources for students in the MIT department.

You may use this portal to search the GALILEO databases that are available to the university system. If you need the GALILEO password (it changes approximately every 90 days to 180 days), you may call the facility or email utilizing the links on the home page of the library. Ingram Library participates in the GALILEO Inter-connected Libraries (GIL) which includes all thirty-three libraries and public libraries with member-ship in PINES.

Teaching Materials Center (678) 839-6574

The Teaching Materials Center (TMC) is located in the Education Center. This is an excellent resource for you to use during your program. The Center has a wide variety of resources and equipment available to faculty and students. The Center is also open on Saturdays from 11:00 am to 2:00 pm. To view the home page and/ or contact the TMC, you may access the website at –

<http://tmc.ed.westga.edu/>

Student Information Technology Services (678) 839-6587

SITS is the technology services available to students for software needs and computer services. Their website that is complete with directions to

their offices and what services are available is accessible at –

<http://www.westga.edu/~sits/>.

Distance & Distributed Education (678) 839-6248

UWG is an accredited institution with specific requirements for degree-seeking students. Students enrolling in distance learning courses must first be admitted through the graduate school. As a student in the MIT department, most of your courses are delivered 85% to 100% online. The Distance Learning website can be accessed at –

<http://www.westga.edu/~distance/>.

For help with technology problems in accessing *WebCT* courses, links are available for students after logging into the system. For assistance, call (678) 839-6248.

Educational Technology Services (678) 839-6009

ETS is the main technology support for the College of Education. On their home page you will find information about the Computer Labs that are available for student use. The computer labs are located in Education Center rooms 201, 203, 204 and 205. The ETS website can be accessed at –

<http://coe.westga.edu/ets/default.asp>.

If you view the menu, you will find a link to the computer labs. Also, you will find an FAQ file, user policies and other important information.

Videotape Editing Room

The editing room, located in the Education Center, room 203-A, contains a 1/2-inch videotape editing machine, 6 Macintosh digital editing machines, and one IBM digital editing machine. The room is located across from the IBM computer lab and is available to students, faculty, and practitioners interested in editing. Students **must** have previous editing experience to use the equipment or be accompanied by a faculty member in the MIT Department. Call the MIT Chair to schedule an appointment.

Department when using the room. Call the MIT Chair to schedule an appointment.

The Dark Room

The dark room is located in room 245 of the Education Center. It is primarily used for instructional purposes for graduate students enrolled in photography or instructional technology classes, select-ed faculty members or department members and practitioners who want to learn or fine tune their photography skills. Eleven enlargers, a variety of necessary photography chemicals, and print making equipment are available for use. Students **must** be accompanied by a faculty member in the MIT



Services for Students at UWG

MIT Department

<http://coe.westga.edu/mit/>
(678) 839-6558

Graduate School

<http://www.westga.edu/~gradsch/>
(678) 839-6419

College of Education

<http://coe.westga.edu> (Includes link to TMC)

Registrar's Office

<http://www.westga.edu/~registra/>
(678) 839-6438

College of Education Scholarships

<http://coe.westga.edu/mit/scholarship.html>
<http://coe.westga.edu/Students/Common/Scholarship.asp#Grad>

Financial Aid

<http://www.westga.edu/~finaid/>
(678) 839-6421

Bursar's Office

<http://www.bf.westga.edu/Bursar/>
(678) 839-4737

Office of Teacher Certification

<http://coe.westga.edu/Students/TCFP/Certification.asp>
(678) 839-6109

Research and Support Contacts

WebCT Vista Homepage

<http://webct.westga.edu>

WebCT Vista Help & Troubleshooting

<http://www.westga.edu/~distance/help/>
(678) 839-6248 daytime
(800) 855-3238 evenings and weekends

Ingram Library

<http://www.westga.edu/~library/>

Ingram Library Distance Learning Services

<http://westga.edu/~library/depts/offcampus/>

Student Services

<http://www.westga.edu/~stusrvc/>

Distance and Distributed Education

<http://www.westga.edu/~distance>

General Academic Policies

Course Loads and Course Overloads

Because most MIT Graduate students are employed, the Department recommends that no more than two (2) courses be taken each semester, including summer. The University considers nine (9) credit hours (3 courses) to be a full-load, but this option should only be pursued by non-working students.

Grading System

The quality of work of most courses taken in a graduate program is indicated by the grades A, B, C, and F; however, the quality of work on theses, practica, and internships is indicated by the grades S and U. Listed below are the standard requirements for each of these grades:

A — Excellent, with four quality points for each credit hour

B — Good, with three quality points for each credit hour

C — Poor, with two quality points for each credit hour (passing, subject to Academic Standards below)

F — Failing

S — Satisfactory

U — Unsatisfactory

I — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. Such a grade must be removed by the completion of work within **one calendar year**, the **I** will become an F.

W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the semester except in cases of hardship that are approved by the appropriate college dean.

WF — Withdrew, Failing

WM — This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

V — This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa.

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled. A grade of WF counts as an F.

Academic Standards

Graduate students must meet the following academic standards:

- To be eligible for admission to candidacy and graduation, a student must maintain a cumulative GPA of 3.0 or higher on all graduate and undergraduate courses. No grade below **C** will be accepted as part of a program of study for a graduate degree.
- The Graduate School will place students with a cumulative GPA below 3.0 for two consecutive semesters on academic probation. Then, students must make a 3.0 or higher

semester GPA each succeeding semester that their overall cumulative GPA is below 3.0. These students are no longer on probation when their cumulative GPA is 3.0 or above. If they fail to make a 3.0 semester GPA while on probation, they are dismissed from the Graduate School. Students on academic probation may not apply for candidacy, take comprehensive examinations, nor may they obtain a graduate degree.

- In addition to these minimum academic standards, students must also meet all academic standards and retention policies that have been adopted by the department and reported to the Graduate School. Please see individual departments and programs for their specific academic requirements.

Scholarship Opportunities

Annie Bell Weaver Scholarship

Provides an annual award to a student pursuing a Master's or Educational Specialist degree.

Students are encouraged to research other scholarship opportunities in the College of Education at --

<http://coe.westga.edu/students/Common/scholarships.asp>

Academic Honor

At West Georgia, the student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, plagiarize, or steal in the pursuit of his or

her studies and is encouraged to report those who do. See *Connection and Student Handbook*, Appendix E, Academic Dishonesty. The Pledge follows:

Pledge

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values of the Institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. **Plagiarism** occurs when a student uses or purchases ghost-written papers or projects. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Disciplinary procedures described in the latest *University of West Georgia Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Academic Expectations

It is important that students take written assignments very seriously. In addition to the specific criteria delineated in every course syllabus and rubric, structural, grammatical and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammatical or mechanical errors will NOT pass. Finding a writing tutor or other helper to proofread papers may be necessary. If concerns arise about writing proficiency, make use of the UWG Writing Center or a personal tutor.

Disabilities Pledge

We the faculty pledge to do our best to work with the University to provide all students with equal access to our classes and materials, regardless of special needs, temporary or permanent disability, and special needs related to pregnancy. If you have any special learning needs, particularly (but not limited to) needs defined under the American Disabilities Act, and require specific accommodations, please make these known to us, either directly, or through the Coordinator of Disability Services. Students with documented special needs may expect accommodations, such as, classroom accessibility, modification of testing, special test administration. This is not only our personal commitment, it is your right, and it is the law!

Graduation Procedures

Early in the semester preceding the semester a student plans to graduate (for instance, early fall semester for spring semester graduation), degree-seeking students must complete and submit the forms required to apply for graduation. The specific deadline for graduation application is published in the *University Calendar* in *Banweb* and on the Graduate School's Graduation Requirements webpage accessible at -- <http://www.westga.edu/~gradsch/grad/>.

Master's degree students must complete and submit four forms (found in the Appendices):

- Graduate Student Application for Graduation Form
- Graduate Information Form
- Proposed Plan of Study (Non-Thesis) Form
- Application for Admission to Candidacy Form

The Graduate Student Application for Graduation form, the Graduate Information form, and a check for \$15 made payable to the University of West Georgia should be submitted to the Graduate School, University of West Georgia, Carrollton, GA 30118-4160. The Proposed Plan of Study (Non-Thesis) form, and the Application for Admission to Candidacy form should be submitted to the student's advisor who will approve the forms and forward them on through the approval process.

Upgrading an Existing Certification

Georgia does not grant certification in Instructional Technology. However, students with a clear, renewable T-4 certificate can upgrade their existing certificate to the T-5 level following completion of a Master's degree in Instructional Technology.

Guidelines for Upgrading Your Certificate

At or near the completion of your program, visit this link at the Georgia Professional Standards Commission website for a Certification Application Package –

<http://www.gapsc.com/TeacherCertification/CertificationFormsandApplications.asp>

Choose the following options and print the forms: "Application for Certification" and "Employer Assurance Form"

1. Georgia PSC Certification Application

You will complete this form (2 pages) **IN FULL**.

A. Page 1 -- Beside "Fee submitted," if you are currently employed in a Georgia school system/ agency you are fee exempt and should write in "n/a" on this line.

B. Page 2 -- Academic Record - list all colleges/ universities you have attended. If the PSC already has transcripts on file, check "transcript on file."

2. Official Transcript

You will need to request an official transcript be sent from UWG directly to your school system after you have completed your program.

3. Georgia PSC Employer Assurance Form

Complete **ONLY** the upper portion of this form -- name, social security number, and date of birth. The remainder of this form will be completed by your employing school system.

Send the Application, Employer Assurance Form, and an official transcript directly to your school system.



Reference

Kachel, D., Henry, N., & Keller, C. (2005). Making it real online: Distance learning for high school students. *Knowledge Quest*, 34(1), 14-17.

Appendix A
M.Ed. (Instructional Technology)
Program Sheet (Plan B)

Student Name: _____

Student ID#: _____

Student Signature: _____

University of West Georgia - M.Ed. In IT Program - Plan B

Entry Degree: Bachelors

Exit Degree: M. Ed. (36 hrs. required)

This degree does not provide media certification.

Area I - 3 hrs.	Educational Psychology	Sem. Hrs.	Semester	Grade
CEPD 6101	Psychology for Classroom Learning (1, 2, or 3)	3		
Area II - 3 hrs.	Foundations			
PTED 7271	Issues in School Curriculum (P-12) (or an alternate curriculum course approved by advisor) (1, 2, or 3)	3		
Area III - 27 hrs.	Media & Technology			
MEDT 6401	Instructional Technology (If InTech certified, an elective in Media must be substituted.) (1)	3		
MEDT 6462	Administration of Instructional Technology (1)	3		
MEDT 6491	Internship (an elective may be substituted for practicing instructional technologists) (3)	3		
MEDT 7461	Instructional Design (2)	3		
MEDT7464	Integrating Technology into the Curriculum (2)	3		
MEDT7467	Web Design for Instruction (2)	3		
MEDT7468	Introduction to Multimedia (2)	3		
MEDT7470	Videotape Production & Utilization (2)	3		
One elective approved by advisor		3		
Area IV - 3 hrs.	Research			
EDRS 6302	Research Methods in Educational Studies (1, 2, or 3)	3		
EDRS 6301	(OR) Research in Education (on permission of advisor) (1, 2, or 3)	3		

The following course is required as a prerequisite if the student has not acquired basic computer skills

MEDT 2401	Introduction to Instructional Technology (1)	3		
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Electives:

EDLE 8320	Designing and Conducting Staff Development Programs (2)	3		
MEDT 7462	Internet Tools, Resources & Issues in Education (2)	3		
MEDT 7465	Materials for Children & Young Adults (2)	3		
MEDT 7466	Digital and 35mm Photography (2)	3		
MEDT 7471	Data Networks for Instruction (2)	3		
MEDT 7472	Introduction to Distance Education	3		

(Key: 1 = must be taken at beginning of program; 2 = taken in middle of program; 3 = taken at end of program.)

Masters students must satisfactorily complete a departmental comprehensive exam and must submit an electronic portfolio.

Student Mailing Address: _____

E-Mail Address: _____

Phone (H) _____ (W) _____

APPROVED: _____
(Advisor Signature) (Date)

(Department Chair Signature) (Date)

Revised: 4/07

Appendix B

Electronic Portfolio Requirements and

Rubric (ISTE NETS)

Appendix C

Electronic Portfolio Requirements and

Rubric (COE Conceptual Framework and NBPTS)

M.Ed. in Media, Emphasis in Instructional Technology

Example Courses and Assignments	Standards														
	COE Conceptual Framework										NBPTS				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
MEDT 6401: Instructional Technology															
Individual and Selected Technology Projects		X	X	X	X		X	X	X		X	X	X	X	X
Internet Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Technology in a Specific Context Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Electronic Portfolio		X	X	X				X	X		X	X	X	X	
Reflections		X	X					X	X		X	X	X	X	X
Online Software Module	X	X						X		X	X	X	X	X	
Excel Project	X	X						X	X	X	X	X	X	X	
Access Project	X	X						X	X	X	X	X	X	X	
Reflections in Portfolio	X	X						X	X	X	X	X	X	X	
Copyright Module		X	X					X	X		X	X	X	X	
Equity Module and Online Readings		X		X				X	X		X	X	X	X	X
MEDT 6462: Admin of IT Programs															
Multimedia Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Action Plan for School Improvement	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Grant Proposal		X	X	X	X		X	X	X		X	X	X	X	X
Electronic Portfolio		X	X	X				X	X		X	X	X	X	X
Reflections	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Print and Electronic Resources Listing	X	X						X		X	X	X	X	X	
Student PPT Presentations	X							X	X	X	X	X	X	X	
Course Reflections focusing on change	X							X	X	X	X	X	X	X	
Course Reflections focusing on planning	X		X	X		X		X	X	X	X	X	X	X	
Course Reflections focusing on resource management	X							X	X	X	X	X	X	X	
Reflections in Portfolio	X	X						X	X	X	X	X	X	X	
Networking Assignment		X		X	X		X	X	X		X	X	X	X	
Copyright Module		X	X					X	X		X	X	X	X	
Leadership Module and Reflection		X				X	X		X		X	X	X	X	

M.Ed. in Media, Emphasis in Instructional Technology

Change Module and Reflection		X				X	X		X		X	X	X	X	
Equity Module and Reflections		X		X				X	X		X	X	X	X	X
Equity Online Readings															
Safe Use of Technology Module and Reflection		X						X	X		X	X	X	X	
MEDT 6491: Practicum															
IT Projects	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Training Aid	X	X		X		X		X	X		X	X	X	X	X
Floor Plan for IT Unit in School Practicum Log/Journal		X	X	X					X		X	X	X	X	X
Listing of Ways IT can be used to meet the needs of special needs	X	X		X		X		X							
Narrative on value of internship	X	X						X		X	X	X	X	X	
PPT presentation on Internship experience	X	X						X		X	X	X	X	X	
Special Need Narrative & Instructional Technology Project	X	X	X	X	X	X	X		X	X	X	X	X	X	
Exam-Student Photography Instruction Project	X	X	X	X	X	X	X			X	X	X	X	X	
Final Presentation, Electronic Portfolio	X	X		X				X	X	X	X	X	X	X	
Summative Reflections	X	X						X	X	X	X	X	X	X	
Electronic Portfolio	X	X						X	X	X	X	X	X	X	
MEDT 7461: Instructional Design															
Student Instruction Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
In-service ID Project	X	X	X	X		X		X	X		X	X	X	X	
Faculty Inservice Projects		X	X	X	X		X	X	X		X	X	X	X	X
Student ID Project	X	X	X	X		X		X	X		X	X	X	X	
ID Paper		X	X					X	X		X	X	X	X	X
Comparison of ID Models	X	X						X		X	X	X	X	X	
MEDT 7462: Internet Tools, Resources															
Listserv Module								X			X	X	X	X	X
Internet Safety Module	X	X	X	X		X		X	X		X	X	X	X	
Child Safety Module	X	X	X	X		X		X	X		X	X	X	X	
Emerging Technologies Module			X	X							X	X	X	X	X
Online Databases Module	X	X						X		X	X	X	X	X	
Search Engines Module	X	X						X		X	X	X	X	X	

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Integrating Technology into the Curriculum Module	X			X				X	X	X	X	X	X	X	
Thinkquest Project	X			X				X	X	X	X	X	X	X	
Evaluating Internet Resources Module	X	X	X	X				X	X	X	X	X	X	X	
Acceptable Use Policy		X	X						X		X	X	X	X	
Online Plagiarism Module		X	X					X	X		X	X	X	X	
Internet Copyright Module		X	X					X	X		X	X	X	X	
AUP Policy		X	X					X	X		X	X	X	X	
MEDT 7464: Integrating Tech into Curriculum															
Learning Technology Project								X			X	X	X	X	X
Learning Theories and Standards Project	X	X		X		X		X							
Integrating Software and Multimedia Project			X	X							X	X	X	X	X
Integrating Tech into Curriculum Areas Project	X			X	X	X	X				X	X	X	X	
Website design and creation project	X			X	X	X	X				X	X	X	X	
MEDT 7465: Materials for Children & Young Adults															
Award Presentation	X	X		X	X		X	X	X	X	X	X	X	X	
Chapter Investigations		X	X						X		X	X	X	X	
MEDT 7466: Digital & 35mm Photography															
Digital & Black & White Projects	X	X	X	X				X	X	X	X	X	X	X	X
Electronic Portfolio	X	X	X	X				X	X	X	X	X	X	X	X
Reflections	X	X	X					X	X	X	X	X	X	X	X
Digital Projects	X	X	X					X	X	X	X	X	X	X	
Exam-Student Photography Instruction Project	X	X	X	X	X	X		X	X	X	X	X	X	X	
Reflections in Portfolio	X	X						X	X	X	X	X	X	X	
Digital and 35mm Projects		X		X	X		X	X	X		X	X	X	X	
Photography Integration Module		X		X	X	X	X	X	X		X	X	X	X	
Photography Online Readings Reflections	X	X						X		X	X	X	X	X	
Integration Module and Reflection	X	X				X			X		X	X	X	X	
MEDT 7467: Advanced Computer Utilization															
File System Project								X			X	X	X	X	X
Networking Project		X		X	X		X	X	X		X	X	X	X	X

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Hardware and Computer Project			X	X							X	X	X	X	X
Web page Presentation Project	X	X						X		X	X	X	X	X	
Web page Evaluation Project	X			X				X		X	X	X	X	X	
MEDT 7468: Multimedia															
Student eBook Project		X	X	X					X		X	X	X	X	X
Flash Movie Project		X	X	X				X	X		X	X	X	X	X
Game Project		X	X					X	X		X	X	X	X	
Flash Frame Animation Project		X	X	X					X		X	X	X	X	X
Photomation Project		X	X					X	X		X	X	X	X	
Kiosk Projects		X	X						X		X	X	X	X	
MEDT 7470: Video Production															
Video Projects	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Camera Work/Shooting Assignments								X			X	X	X	X	X
Video Production		X	X	X					X		X	X	X	X	X
Video in Education Reflection			X	X							X	X	X	X	X
Quiz	X	X						X	X	X	X	X	X	X	

Notes