



Welcome to the Department of Instructional Technology!

We are delighted to have you join our learning community and look forward to helping you achieve your 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 due to new media advances in learning theory, and society's increasing expectations of our schools and other education and training organizations.

The Specialist Degree Student Handbook is intended to assist you in planning your program of studies and monitoring progress towards your degree. Because no single document can cover all individual situations and needs, your advisor and all of us 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 (<http://it.coe.uga.edu>) for 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 Instructional Technology Students Association (ITSA). Opportunities also abound to work on projects, engage in service activities, and gain valuable intern experience.

Feel free to contact me anytime. Once again, welcome.

Sincerely,

Robert Maribe Branch, Ed.D.
Professor and Department Head, Instructional Technology

Department of
Instructional Technology

Specialist Degree (Ed.S.)
Student Handbook

The University of Georgia
Athens, GA

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Instructional Technology Website:

All forms listed below are available for download on the Instructional Technology Web site: <http://it.coe.uga.edu>

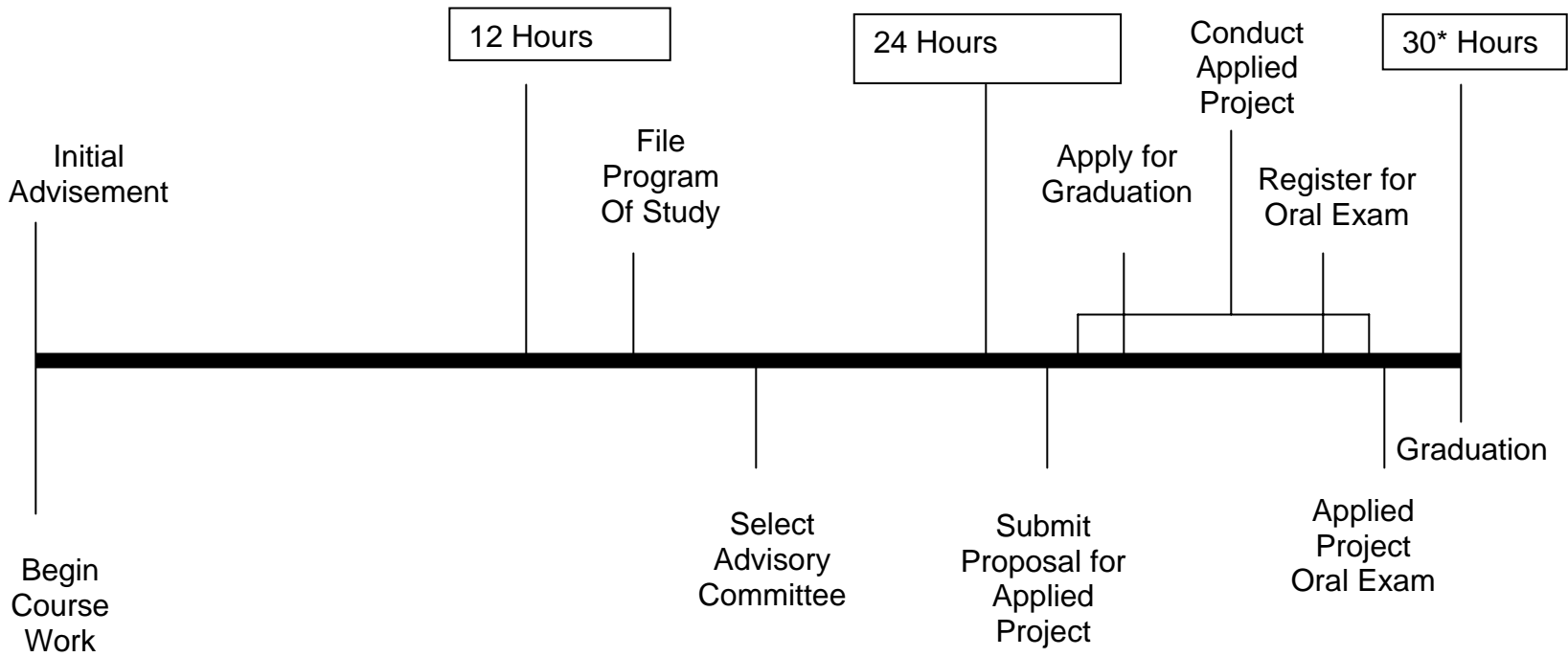
- Ed.S Advisement Guide (with S-6 Library Media Certificate upgrade, assuming prior S5 certification)
- Ed.S Advisement Guide (with S-6 Library Media Certification without prior certification)
- Guidelines for Internships in School Media Centers (EDIT 7460)

The UGA Graduate School Website:

All forms listed below are available for download on the Graduate School Web site: <http://www.gradsch.uga.edu>

- Program of Study Form
- Recommended Change in Program of Study Form
- Transfer of Credit Form
- Application for Graduation

Department of Instructional Technology
 Major Events of Ed.S. Program



***Note:** This is the minimum # of credit hours.
 Additional credit hours may be needed.

Introduction

The purpose of this handbook is to describe the goals, requirements, and procedures of the Educational Specialist Degree Program in the Department of Instructional Technology.

An important resource for the students in the Ed.S. Program is the IT Department Home Page. You should become acquainted with this web site as soon as possible:

<http://it.coe.uga.edu/>

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

Within the Ed.S. Program, there are two distinctly different tracks that lead to different career qualifications. One track, School Library Media, is a specialized program leading to Georgia state certification as a Library Media Specialist. The other Ed.S. track – Technology Integration track – qualifies graduates as instructional designers and instructional technologists in a wide variety K-12 educational settings.

There are also two other degree programs in the department: M.Ed. (with and without certification) and Ph.D. 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.

Overview of the Degree

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

1. Completion of a minimum of 30 semester hours consisting of both required and elective courses;
2. Developing, presenting, and defending an Applied Project that applies the skills, knowledge, and procedures studies during the program to the solution of real world problems;
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 Ed.S. Curriculum: School Library Media Track

The School Library Media Instructional Technology track curriculum consists of a minimum of 30 semester hours. Depending upon your educational background, you may need additional credits (see appropriate Advisement Guide, Appendix A) to establish competencies required by the State for certification. Below is an overview of the courses and competencies that make up the curriculum, listed in the general order in which the courses are taken:

- **Certification Requirements** (0-30 credits)
The Georgia Professional Standards Commission (<http://www.gapsc.com>) oversees school library media certification, and our program is accredited to prepare candidates for certification. Courses required for certification include: EDIT 6170, 6300, 6320, 6340, 6360, 6400, 7460, 6900, a children's literature course, a curriculum course, and a course about exceptional children. Students must include any or all courses needed for certification in their programs. See the Certification Checklist (<http://it.coe.uga.edu/~mfitzger/certification-checklist.html>) for more information. **Note:** by 2006, all educators must have had Intech, EDIT 6150, or an equivalent technology course.
- **EDIT 7320 - Research in School Media Services** (3 credits)
Explores research methodologies appropriate for school settings.
- **EDIT 7340 - Issues in School Media Programs** (3 credits)
Explores trends, problems, and current issues in management of school media programs.
- **Electives** (0-18 credits)
In cooperation with the advisor, students may select any combination of courses that support library media practice. Courses covering required competencies for certification may serve as electives. In addition, we expect that library media specialists to graduate with a high level of technological skill. If needed, courses with a technology focus may help establish this competency. All courses taken as electives must be graduate-level courses.
- **EDIT 7650 - Applied Research Project in IT** (3 credits)
Students design, implement and a substantial project related to a real-world problem. See Guidelines in the Appendix B.

The Ed.S. Curriculum: Technology Integration Track

The heart of the Ed.S. experience is the curriculum consisting of a minimum of 30 semester hours (See Advisement Guidelines, Appendix A). Below is an overview of the 8 required courses that make up the curriculum, listed in the general order in which the courses are taken:

- **EDIT 6170 - Introduction to Instructional Design** (3 credits)
An introduction to the skills and processes leading to the design, development and evaluation of instruction.
- **EDIT 6190 – Design and Development Tools** (3 credits)
An introduction to several .
- **EDIT 6320 – Information Technology** (3 credits)
This course
- **EDIT 6340 – Information Literacy** (3 credits)
This course
- **EDIT 6400 – Emerging Perspectives in Teaching, Learning and Technology** (3 credits)
This course
- **EDIT 7320 – Research in School Media services** (3 credits)
This course
- **EDIT 7500 - Technology Enhanced Classroom Environments** (3 credits)
Examines the role of current and emerging technologies in the classroom.
- **EDIT 7650 - Applied Research Project in IT** (3 credits)
Students design, implement and a substantial project related to a real-world problem. See Guidelines in Appendix B.
- **Electives** (6 credits)
A total of 6 semester hours are chosen by each student (with approval by the academic advisor). These courses can be taken in and out of the department. Examples include an introduction to computer-based education, evaluation, adult education, etc.

Procedures for Completing Specialist Study

The information provided in this handbook is for your reference. Guidelines and policy change regularly. However, every attempt has been made to reflect the most accurate information at the time of press. 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.

The URLs for all of the Graduate School Forms are located in the Table of Contents of this document. Students may fill them out and then print them. **They cannot be submitted electronically.**

A. Initial Advisement for Course Work

1. Following admission to the program, make plans for your course work with your advisor (study the appropriate Advisement Guide in Appendix A). These courses may increase the total number of hours in your program of study.
2. Students should consult with their advisor about background courses that should be included in their program of study.

B. Coursework

1. It is your responsibility to schedule an appointment with your advisor prior to registering for the next term. Plan well in advance to avoid congestion and stress during the last days of registration. Consult OASIS for deadlines.
2. The Graduate Bulletin states: "A full-time course load is nine hours per semester during the academic year and six hours during the summer semester." It also provides further information about minimum and maximum loads. If you are using financial aid, check with your account manager to find out requirements about qualifying course loads.

C. Program of Study

1. The **Program of Study** should be submitted to the Graduate School after approximately 12 hours.
2. The Program of Study should be discussed with your advisor before being typed and then approved at the department level and Graduate School.
3. After approval of the Program of Study, all program changes must be approved by department and Graduate School (use the Recommended Change in Program of Study form available on the Graduate School Web site).

D Application for Graduation

Students must apply for graduation using the **Application for Graduation** form from the Graduate School. Deadlines are posted on the Graduate School Web site (<http://www.gradsch.uga.edu>) **Note:** the deadline usually falls at the start of the semester **prior** to the semester in which the student would graduate.

E. Applied Project

Specialist students must design, conduct, and report an Applied Project.

1. You must be registered for at least 3 semester hours in the semester in which you submit your project for examination. You must also be registered for at least 3 semester hours in the semester in which you plan to graduate.
2. You must register your intent to present your project by the end of the third week of the semester with the Department Secretary in Aderhold Room 604.
3. You must submit your completed project for departmental review no later than the end of the eighth week of the semester.
4. Project presentation may be scheduled to take place no less than two weeks after the completed project has been submitted to your advisor, and up to the date of the last class of the semester.

F. Graduation

Congratulations!

You are invited, but not required, to participate in Commencement ceremonies sponsored by the Graduate School and a Convocation sponsored by the College.

Appendix A

Advisement Guides

Appendix B

GUIDELINES FOR EDIT 7650 APPLIED PROJECTS

The Department of Instructional Technology views the 7650 Applied Project as the culminating activity within the program of study which leads to the Specialist Degree and as an opportunity to apply the skills, knowledge, and procedures studied during the program to the solution of real-world problems. The project also serves as the focus of the comprehensive oral examination which is required by the Graduate School. The project is intended as an opportunity for the Specialist degree candidate to demonstrate competencies in...

- A. identifying significant applied problems in the area of instructional technology,
- B. developing a rationale for exploring the problem,
- C. planning and executing systematic procedures for the examination of the problem,
- D. deriving warranted conclusions related to the problem as a result of the project, and
- E. presenting and defending the results of the project in a professional setting

In order to meet graduation schedules and to avoid receiving a grad of "Incomplete" for the course, students are encouraged to begin working on the Applied Project early in their Specialist degree program, well before enrolling in 7650. The major steps in completing the project are described in the following paragraphs.

Identify a Topic and General Approach for the Project

The project selected by the student may be conducted independently or in conjunction with ongoing research or development activities of Departmental faculty members. The specific form of the study is flexible. Possible options include, but are not limited to: developmental projects, survey studies, content analyses, qualitative studies, experimental studies, state-of-the-art or literature reviews (for example, critical reviews similar to those published in *Review of Educational Research*, applied to the student's school setting), historical studies, etc. A listing of projects which have been conducted in the past is available from the Department and examples of completed project reports may be checked out by students for further review.

Identify a Study Director and Review Committee

A committee consisting of three Instructional Technology faculty members must approve Applied Projects. The Chairman of the Review Committee serves as the Director of the Applied Project and provides guidance to the student during the life of the project. The Study Director may be a designated member of the faculty, the student's advisor, or a faculty member who has an active interest in the student's proposed topic. It is the student's responsibility, working with the advisor, to identify and secure the agreement of faculty members to serve on the Review Committee.

Prepare a Proposal of Procedures to be followed

As one of the initial steps in conducting the applied project, the student should prepare a written proposal for the project which includes, at a minimum, a statement of the problem and a description of the procedures to be employed in the project. Additional sections, depending on the nature of the project and the desires of the Review Committee, may be required. The Study Director and Review Committee must approve the proposal prior to initiation of work on the project. Once the Committee has approved the proposal, no changes in the procedures can be made without agreement of the Review Committee.

Secure Human Subjects Clearance

If the project involves applying treatments to, or gathering information from, students, teachers, or any other individuals, it will be necessary to secure clearance from UGA's Institutional Review Board prior to conducting the project. Appropriate forms are available from the Graduate School and must be submitted through the Study Director.

Carry Out the Applied Project.

Prepare a Written Report Of the Project

The completed project must include, in addition to any activities carried out or creative products developed during the project, a written report which, as a minimum, includes sections dealing with each of the following topics:

- A. identification of the **Problem** that is being explored,
- B. what others have had to say about the problem (**review of Related Literature**),
- C. description of the **Procedures** that were employed in the project, and
- D. what were the **Results** of the project and what **Conclusions** can be drawn?

The Review Committee may require other sections or a more detailed outline, depending on the form of the student's applied project. When preparing the written report, students should follow a standard style manual similar to those used for the preparation of a published report or article, e.g., *APA Publication Manual*, or *MLA Style Manual*. Approval of the completed report shall be by the Study Director and the student's Review Committee.

Copies of the written project report are to be made available to the Review Committee prior to the oral examination.

Schedule and Complete an Oral Examination

The student, during the final quarter of the Specialist Degree program, should schedule a meeting of the Review Committee during which the results of the Applied Project will be presented and defended. The examination begins with the formal presentation of the student's results and conclusions to be followed by an oral examination of the student by members of the Review Committee.

Final Steps!

A copy of the Applied Project, which incorporates any changes required by the Review Committee as a result of the oral examination, will be added to the Departmental collection. Provide a paper copy as well as an electronic copy on a CD-ROM.