

Graduate Student Handbook

**Master's (M.Ed.) and Non-Degree
Certification
School Library Media concentration**

**Department of Educational Technology and
Foundations**

**College of Education
University of West Georgia**

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Purpose Statement

The Master and Non-Degree Certification concentrations in School Library Media in the Department of Educational Technology and Foundations in the College of Education at the University of West Georgia is designed for the preparation of school library media specialists. The planned curriculum develops program completers who serve as flexible, responsible decision makers in a variety of roles. The program reflects the latest research in the field, effective practices in the profession, successful leadership models, and responsibilities of school library media specialists.

Admissions Policy for School Library Media concentration

The following criteria for admission, based on applicant grade point average (GPA), and any other supporting materials, represent the minimal admissions standards for applicants seeking entry to post-baccalaureate programs with the Department of Educational Technology and Foundations (ETF), in the College of Education (CoE). Acceptance by the College of Education into the University of West Georgia does not guarantee admission into a particular School Library Media concentration.

Admission into the M.Ed. and Non-Degree Certification concentration in School Library Media
For regular admission, the applicant must possess a cumulative grade point average (GPA) of at least 2.7 on a 4.0 scale for the most recent degree completed. The applicant must also meet the following criteria for regular admission:

1. Completed online application form
2. Official transcripts from all college courses/degrees
3. GPA of at least 2.7 on the most recently completed degree
4. GACE Program Admission test scores or equivalent

Appeals for Admission

Applicants failing to meet one or more of the standards required for regular admission will be notified by the Office of Graduate Studies of the College of Education. An applicant may submit a letter of appeal to the director of the Office of Graduate Studies of the College of Education.

Incomplete Policy

Graduate School Incomplete Policy Statement (included as a reference point)

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 or the I will become an F.

School Library Media concentration Incomplete Policy Statement

A grade of incomplete (I) indicates that a student was doing satisfactory work but, for documented 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 or the grade of I will become an F. The school library media faculty recommend that students finish any remaining work for an incomplete prior taking additional courses. It is the student's responsibility to contact the instructor to make arrangements for completing outstanding coursework.

Program Requirements

All students are required to attend the online Media and Instructional Technology student orientation and meet with their advisors prior to initial registration. A proposed program of study will be developed by the student and advisor, and must be filed with the department and Graduate School during the first semester of study. Sample program sheets are included as Appendix A.

M.Ed. Program

The Master's degree in Media, School Library Media concentration, requires 36 hours of approved coursework beyond the bachelor's degree. Successful completion of an approved course of study, along with passing the GACE Content Assessment for Media Specialist, will qualify candidates for Georgia certification as a school library media specialist. **Students who enter the program as certified teachers may have the option of a program of study leading to certification in both School Library Media and Instructional Technology fields.**

All work required must be completed within a seven-year period that begins with the first class taken toward the degree. Twenty-one hours of the program are from the following school library media core courses:

MEDT 6461 Administration of School Library Media Centers
MEDT 6465 Selection and Materials
MEDT 7461 Instructional Design
MEDT 7474 Online Reference Sources and Services
MEDT 7477 Technology for Media Services
MEDT 7478 Cataloging and Automating
MEDT 7487 Practicum

Additional coursework is planned with the advisor, depending upon the student's background and goals.

Students who have not already met the certification requirements of Georgia House Bill 671 for a course in special education may be required to take SPED 6706 or an equivalent.

Students entering the program who do not have a teaching certificate must provide documentation of passing scores on the GACE Program Admission Assessment **OR** documentation of one of the following options for exempting the GACE Program Admission Assessment:

SAT – minimum combined score of 1000 (Verbal/Critical Reading + Mathematics);

ACT – minimum combined score of 43 (English + Mathematics)

GRE – minimum combined score of 297 (Verbal + Quantitative).

(NOTE: SAT scores taken prior to April, 1995, and ACT scores taken prior to October 28, 1989, can be recentered. For GRE tests taken prior to 8/1/2011, required minimum combined score is 1000, Verbal + Quantitative).

The College of Education requires all students to use TK20 as part of the assessment program. Students use TK20 at defined points during the program to document achievement of program outcomes. The complete list of Tk20 key assessments is included as Appendix B.

Students must achieve a 3.0 GPA to qualify for program completion and for certification. To complete certification requirements, students must pass both sections of the Georgia media certification test (GACE

Content Assessment: Media Specialist). **Candidates from outside the state of Georgia should work closely with program advisors and certification officials in their states to determine options for certification.**

Students must complete a minimum of 50 hours of Volunteer Experience time in school media centers. Some volunteer time must be spent in all three level schools (elementary, middle, and high), including two full days, during the program. The Activities Checklist/Timelog/Reflection form for Volunteer Experience is included as Appendix C.

Non-Degree Certification concentration

Students who have a master's degree in any content area can complete the non-degree in media concentration to obtain Georgia certification in school library media. Each student will meet with their advisor who will evaluate the student's transcripts to determine which courses must be completed. Most students are required to take the seven MEDT courses that are required for the M.Ed. in Media, School Library Media:

- MEDT 6461 Administration of School Library Media Centers
- MEDT 6465 Selection and Materials
- MEDT 7461 Instructional Design
- MEDT 7474 Online Reference Sources and Services
- MEDT 7477 Technology for Media Services
- MEDT 7478 Cataloging and Automating
- MEDT 7487 Practicum

These courses follow a prescribed sequence, and advisors work closely with students to assure courses are taken in the appropriate order. If a student has previously completed any of these courses, or an equivalent, the advisor may waive these courses.

Students who have not already met the certification requirements of House Bill 671 for a course in special education may be required to take SPED 6706 or an equivalent.

Students entering the program who do not have a teaching certificate must provide documentation of passing scores on the GACE Program Admission Assessment **OR** documentation of one of the following options for exempting the GACE Program Admission Assessment:

SAT – minimum score of 1000 (Verbal/Critical Reading + Mathematics);

ACT – minimum score of 43 (English + Mathematics)

GRE – minimum score of 1030 (Verbal + Quantitative).

(NOTE: SAT scores taken prior to April, 1995, and ACT scores taken prior to October 28, 1989, can be recentered. For GRE tests taken prior to 8/1/2011, required minimum combined score is 1000, Verbal + Quantitative).

The College of Education requires all students to use TK20 as part of the assessment program. Students use TK20 at defined points during the program to document achievement of program outcomes. The complete list of Tk20 key assessments is included in the Appendices.

Students must achieve a 3.0 GPA to qualify for program completion and for certification. To complete certification requirements, students must pass both sections of the Georgia media certification test (GACE Content Assessment: Media Specialist). **Candidates from outside the state of Georgia should work**

closely with program advisors and certification officials in their states to determine options for certification.

Students must complete a minimum of 50 hours of Volunteer Experience time in school media centers. Some volunteer time must be spent in all three level schools (elementary, middle, and high), including two full days, during the program. The Activities Checklist/Timelog/Reflection for Volunteer Experience is included in the Appendices.

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.
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 review the online student orientation prior to their first semester to learn about the program and various distance technologies that are utilized in the program.
5. All students must subscribe to Tk20 and post the information required in each School Library Media course. Tk20 will also be used to develop, organize and present and exit portfolio that will 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. Summer session is only six (6) weeks in duration. Course content during Summer session is not lightened.
7. All students must complete required Volunteer Experience hours within courses (minimum of 50 hours during the program, including two full days).
8. All students completing the M.Ed. program must apply for graduation two (2) semesters before graduation. Appropriate paperwork must be submitted to the Registrar's Office by the specified date.
9. All students are to register for courses on *Banweb* at <http://banweb.westga.edu> and must follow the fee payment guidelines.
10. When a student has completed course work toward certification, he/she should submit the paperwork to the Certification Office in the College of Education. For more information, call (678) 839-6570 or visit <http://www.westga.edu/otc/>

Registration and Fee Payment Information

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 must register via the Internet (Banweb).

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 you received with your 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 semester(s) 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.

Fee Payment

Fees must be paid by the date noted on the schedule confirmation and bill or classes will be dropped. Fee payment information can be found at the Bursar's Office

<http://www.westga.edu/bursar/>

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/registrar/>

If a student does not intent to remain in a course, he/she must drop the course before the end of the drop/add period. Failure to drop the course may result in a grade of F.

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 midpoint 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 online at the Office of the Registrar

<http://www.westga.edu/registrar/>

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.

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.

Transfer Credit

In the M.Ed. 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 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, even though a degree was not completed, 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 Educational Technology and Foundations Department, and the Director of Graduate Studies, CoE;

- 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 or Concentration

To transfer from one graduate degree program or concentration to another, the student must complete the application process for the new program or concentration. This request must then be approved by the new major department and the Director of the Graduate Studies Office.

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, and specific due dates. You must pay attention to all assignment due dates 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, there are a few things you should do to prepare yourself.

Familiarize yourself with CourseDenD2L.

CourseDenD2L is the learning management system that UWG uses to deliver online courses. If you have never worked in *CourseDenD2L* before, you need to complete the tutorials and read through the available resources *before your first class*. *CourseDenD2L* resources are accessible at –

<http://uwgonline.westga.edu/students.php>

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 update 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 co-workers 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 live and die by 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 online 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 to 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 be afraid 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 very 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) 839-6495

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

TechHUB – Technology Enhanced Curriculum Center

(678) 839-6574

The TechHUB is located in the Education Center. This is an excellent resource for you to use during your program. They have a wide variety of resources and equipment available to faculty and students. You can locate the website at: <http://160.10.82.9/scripts/WebSafari.exe/start?Database=student>

Student Information Technology Services

(678) 839-5067

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 school library media program, your courses are delivered 100% online. The Distance Learning website can be accessed at <http://uwgonline.westga.edu/> For help with technology problems in accessing *CourseDenD2L* courses, links are available for students after logging into the system. For assistance, call (678) 839-6248.

Services for Students at UWG

Educational Technology and Foundations Department

<http://www.westga.edu/coeei/> (678) 839-5259 or (678) 839-6558

Graduate Studies Office College of Education

<http://www.westga.edu/coegrad/> (678) 839-5430

College of Education

<http://www.westga.edu/coe/> (678) 839-6570

Registrar's Office

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

College of Education Scholarships

http://www.westga.edu/coe/index_766.php

Financial Aid

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

Bursar's Office

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

Office of Teacher Certification

<http://www.westga.edu/otc/> (678) 839-6570

Scholarship Opportunities***Leona Ingram Scholarship***

Awarded to a teacher who is pursuing a masters or doctoral degree in education. Criteria include scholarship and financial need.

The scholarship was established by Leona Ingram, sister of Irvine Sullivan Ingram. She was a career educator beginning with the Crawford County School System and later joining the Atlanta School System.

Pearl Nix Scholarship

Awarded to a student pursuing a master's degree in education.

The scholarship was endowed by Dr. Pearl Nix, retired Professor of Education, who served as a department head and as the Director of Psychological Services.

Dr. Thomas W. Sills Scholarship

Awarded to an outstanding graduate student majoring in any program in education. Rotates annually from department to department.

The scholarship was established by the friends and family of Dr. Thomas W. Sills, the first Dean of the (then) School of Education at West Georgia College.

Annie Belle Weaver Memorial Scholarship

Awarded to a graduate student pursuing a Media degree.

The scholarship fund was endowed by a bequest from the estate of Miss Annie Belle Weaver, West Georgia's first librarian.

Priscilla Bennett Family Scholarship

Awarded to a student pursuing school media certification (masters or certification only). Part-time and full-time students who have completed at least one term in the media program and show professional promise are eligible to apply.

The scholarship was established to honor Dr. Priscilla Bennett, a Professor in the Department of Research, Media, and Technology; her son, Robert Bennett; and her mother, Alice Barnes. The Media Department selects the recipient.

Debbie Forrester Memorial Scholarship

Awarded to a senior or graduate student with an education major who is a resident of Gwinnett County, GA and actively involved in the West Georgia Baptist Student Union. The recipient must have a GPA of 2.5 or higher. Financial need will be considered.

The scholarship was established by an anonymous donor to honor the late Debbie Forrester.

Pilot Club of Carrollton Scholarship

Awarded to a full time undergraduate or graduate student majoring in education. The scholarship was established in honor of past or current Pilot Club members.

CHREA 21st Century Award

The award shall be designated for a non-traditional undergraduate or graduate student 25 years of age or older, pursuing a degree in education. Based on merit and financial need. Must be a current resident of Carroll or Heard County. This fund was established by the Carroll Heard Retired Educator's Association to be awarded annually based on merit and financial need.

General Academic Policies

Course Loads and Course Overloads

Since most school library media 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. Students utilizing university financial aid must take six (6) credit hours (2 courses) per semester.

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 or 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 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.

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

Students should 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. It might be necessary to find a writing tutor or helper to proofread papers. If there is a concern 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 accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only our personal commitment, it is your right, and it is the law!

Graduation and Certification 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*.

Certification Procedures

Students must successfully complete both sections of the GACE exam for school library media to receive Georgia certification. The Office of Teacher Certification processes all necessary paperwork for candidates who are applying for initial certification or adding additional fields to existing certification in Georgia, as well as processes applications for candidates who are applying for out-of-state educator positions.

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. and Non-Degree Program sheets

Student Name _____ Student ID# _____

University of West Georgia – M.Ed. in Media

Concentration:

_____ School Library Media (SLM) _____ School Library Media & Instructional Technology (Dual) _____ Instructional Technology (IT)

Entry Degree: Bachelors

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

Entry Certification: Renewable Professional or no certificate

Potential Exit Certification: S-5 school library media/S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor.

Area Course Number	Course Title	SLM	Dual	IT	Credit hours	Grade
Education Core (SLM = 9 hrs ; Dual = 6 hrs; IT = 6 hrs)						
EDRS 6301	Research in Education (required)				3	
CEPD 6101	Psychology of Classroom Learning				3	
CURR 6575	Curriculum Trends and Issues				3	
SLM Focused Core / SLM Certification (18 hrs)						
MEDT 6461	Administration of School Media Centers (first semester)				3	
MEDT 6465	Selection and Materials				3	
MEDT 7478	Cataloging and Automating				3	
MEDT 7474	Online Reference Sources and Services				3	
MEDT 7477	Technology for Media Services				3	
MEDT 7487	Practicum (last semester)				3	
Instructional Technology Certification (12 hrs)						
MEDT 7461	Instructional Design (also required for SLM certification)				3	
MEDT 7468	Instructional Multimedia Design and Development				3	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction				3	
MEDT 7490	Visual and Media Literacy for Teaching and Learning				3	
IT Focused Core (3 hrs)						
MEDT 7464	Designing Technology Enhanced Instruction				3	
Electives -- IT (15 hrs – select 5 courses); SLM (6 hours – select 2 courses)						
MEDT 7462	Internet Tools, Resources & Applications				3	
MEDT 7465	Digital Resources for Teaching & Learning				3	
MEDT 7466	Digital Photography in Instruction				3	
MEDT 7467	Web Design for Instruction				3	
MEDT 7470	Digital Media Production & Utilization				3	
MEDT 7472	Introduction to Distance Education				3	
	Others to be approved by advisor					

- Georgia Technology requirement components embedded in the program.
- Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature _____ e-mail address _____

(Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

APPROVED Spring 2015

Student Name _____ Student ID# _____

University of West Georgia – Non-Degree in Media

Concentration(s): _____ School Library Media _____ Instructional Technology

Entry Degree: Master’s degree

Exit Degree: no change

Entry Certification for SLM: Renewable Professional or no teaching certificate

Exit Certification: S-5 school library media

Entry Certification for IT: Renewable Professional certificate

Exit Certification: S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor

Education Core Pre/Co-Requisites

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
EDRS 6301	Research in Education	3		
CEPD 6101 or CURR 6575	Psychology of Classroom Learning and/or Curriculum Trends and Issues	3-6		
SPED 6706	Special Education in the Regular Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)	3		

Certification in School Library Media - SLM Focused Core

Students seeking SLM certification (21 hrs)

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
MEDT 6461	Administration of School Media Centers (first semester)	3		
MEDT 6465	Selection and Materials	3		
MEDT 7461	Instructional Design	3		
MEDT 7478	Cataloging and Automating	3		
MEDT 7474	Online Reference Sources and Services	3		
MEDT 7477	Technology for Media Services	3		
MEDT 7487	Practicum (last semester)	3		

Certification in Instructional Technology - IT Focused Core

Students Seeking Instructional Technology certification (12 hrs)

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
MEDT 7461	Instructional Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		

- Georgia Technology requirement components embedded in the program.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature _____ e-mail address _____

(Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

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APPENDIX B

Tk20 Key Assessments by Course

Tk20 Requirements	
Course	Assignment (all items must be completed in the indicated course or a grade of "F" will be assigned for the course grade)
MEDT 6461 Administration of School Media Centers	MEDT 6461 Dispositions Assignment (complete survey form) Instructions: Candidates will complete the MEDT 6461 Dispositions Assignment which is a survey form.
MEDT 6461 Administration of School Media Centers	MEDT 6461 AASL Competencies Assignment (complete survey form) Instructions: Candidates will complete the MEDT 6461 AASL Competencies Assignment which is a survey form.
MEDT 7477 Technology for Media Services	MEDT 7477 Full Day Form Assignment (complete survey form) Instructions: Candidates will complete the MEDT 7477 Full Day Form Assignment which is a survey form.
MEDT 7478 Cataloging and Automating	MEDT 7478 Dispositions Assignment (complete survey form) Instructions: Candidates will complete the MEDT 7478 Dispositions Assignment which is a survey form.
MEDT 7478 Cataloging and Automating	MEDT 7478 AASL Competencies Assignment (complete survey form) Instructions: Candidates will complete the MEDT 7478 AASL Competencies Assignment which is a survey form.
MEDT 7478 Cataloging and Automating	MEDT 7478 Full Day Form Assignment (complete survey form) Instructions: Candidates will complete the MEDT 7478 Full Day Form Assignment which is a survey form.
MEDT 7487 Practicum	MEDT 7487 Impact on Learning Assignment (upload Word or PDF document) Instructions: Candidates will upload one Impact on Learning document as a Word or PDF file. It can be a project created in one of the courses or a project created at a volunteer site. The project must be implemented with a group of students. Specific instructions can be found on the SLM Wiki.
MEDT 7487 Practicum	Volunteer Reflection/Time Log/Activities Checklist Assignment (upload Word or PDF document) Instructions: Candidates will upload the Volunteer Experience Reflection/Time Log/Activities Checklist form they have been updating throughout the program. Specific instructions can be found in the Volunteer Experience Handbook and in each SLM course.
MEDT 7487 Practicum	Roles Portfolio Assignment (upload Word or PDF document that contains URL) Instructions: Candidates complete a Roles/Exit Portfolio on a Google drive (UWG), wiki (UWG, weebly or other web based site. Once the portfolio is complete, candidates will upload a Word or PDF file containing the URL for the portfolio.
MEDT 7487 Practicum	End of Program Survey Assignment (complete survey form) Instructions: Candidates will complete the MEDT 7487 End of Program Survey Assignment which is a survey form.

APPENDIX C

Volunteer Experience Form

ACTIVITIES CHECKLIST/TIMELOG/REFLECTION FOR VOLUNTEER EXPERIENCE

The following is an overview of the day-to-day tasks necessary to keep media centers operating. It is understood that not every media specialist carries out all of these tasks; however, the opportunities for candidates to visit and work in a variety of media centers across grade levels will provide multiple opportunities during the program to experience most, if not all, of these activities.

ACTIVITIES	DATE(S) AND LOCATION(S) OF COMPLETION
Teacher Collaboration	
Impact on Learning	
Locate and review the Policies and Procedures Handbook	
Assist students locating information through OPAC/social sites	
Assist students with technological needs	
Assist students with multimedia productions (PowerPoint, etc.)	
Assist students with research and reference needs	
Produce or assist with video distribution, news broadcast	
Assist with reading promotions (booktalks, reader's theater, etc)	
Design display promoting reading or media	
Catalog new materials (from scratch & not copy cataloging)	
Download MARC records from Internet and enter into OPAC	
Process new materials, Apply bar codes/Affix spine labels	
Maintain student records in OPAC	
Work with/troubleshooting computers, video, other equipment	
Circulate non-print materials / Circulate media equipment	
Collect fines/issue overdue notices/reserve items	
Check books in and out	
Shelve materials	
Attend meetings – place to list	
Other course required activity – place to list	

Time Log for the three levels (add rows as needed for each site visit):

Elementary School Level

Semester/Year	School or Virtual	District	Media Specialist Name/E-mail or Virtual	Date	# of Hours

Middle School Level

Semester/Year	School or Virtual	District	Media Specialist Name/E-mail or Virtual	Date	# of Hours

High School Level

Semester/Year	School or Virtual	District	Media Specialist Name/E-mail or Virtual	Date	# of Hours

Total Hours _____

Full Day Information

School:	District:	Media Specialist and e-mail:	Date:
School:	District:	Media Specialist and e-mail:	Date:

Volunteer Experience Reflections (boxes will expand as you type)

<p>Volunteer Experience Reflection for MEDT 6461 Semester: Year: School: District: Media Specialist: Reflection:</p>
<p>Volunteer Experience Reflection for MEDT 6465 Semester: Year: School: District: Media Specialist: Reflection:</p>
<p>Volunteer Experience Reflection for MEDT 7474 Semester: Year: School: District: Media Specialist: Reflection:</p>
<p>Volunteer Experience Reflection for MEDT 7477 Semester: Year: School: District: Media Specialist: Reflection:</p>
<p>Volunteer Experience Reflection for MEDT 7478 Semester: Year: School: District: Media Specialist: Reflection:</p>
<p>Summary Volunteer Experience Reflection:</p>