



Graduate Student Handbook



Learning, Design, and Technology Program

Instructional Design & Development Emphasis Area

M.Ed.

2022/2023

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#5 in the nation by U.S. News & World Report (2019)

#6 online Master's in EdTech by BestColleges (2019)





Welcome

Welcome to the University of Georgia and the Learning, Design, and Technology Program!

We are delighted to have you join our learning community in Instructional Design & Development within the LDT program. We look forward to helping you achieve your professional goals and expectations. This is a very exciting time to be in our profession. People working in the field of Learning, Design, and Technology have many exciting opportunities afforded by new media and advances in learning theory. We are also serving a crucial role in meeting society's increasing expectations of our schools and other education and training organizations.

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

We encourage you to take advantage of other learning and professional development opportunities such as attending seminars and participating in social events. There are also opportunities to work on extra projects, engage in service activities, and gain valuable intern experience. You are also encouraged to become active in at least one professional association while you are a student. This is an excellent way to build and maintain a network of professional contacts throughout your career.

As you begin and complete your degree program, your academic advisor should be your first point of contact. However, even if I am not your academic advisor, you should feel free to contact us anytime. Once again, welcome!

Sincerely,

Jill Stefaniak, Ph.D.

Associate Professor and Coordinator, IDD Emphasis Area

Introduction

The purpose of this handbook is to describe the goals, requirements, and procedures of the M.Ed. degree within the Instructional Design & Development emphasis area of the Learning, Design, and Technology program in the Department of Career and Information Studies, College of Education, at the University of Georgia.

Overview of IDD M.Ed. Degree

The Learning, Design, and Technology Program (LDT) offers three degrees: M.Ed., Ed.S., and Ph.D. The Ph.D. is designed to prepare researchers and scholars to explore and further the theory and practice of the field. In contrast, the M.Ed. and Ed.S. are designed to prepare professionals to work in a variety of applied settings, such as schools, businesses and corporations, non-profit organizations, informal education (e.g., museums), military, and higher education.

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

Students who complete the M.Ed. qualify for positions as instructional designers, multimedia developers, project managers, and instructional technologists in a wide variety of business and educational settings. Certified teachers who pursue the M.Ed. are prepared to use technology more effectively in their classrooms. This degree is an important first step toward becoming a school leader in the area of learning, design, and technology.

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

- 1. Completion of the required semester hours (36 for M.Ed.) consisting of both required and elective courses,**
- 2. Developing, presenting, and defending a professional portfolio that provides evidence of your knowledge, skills, and abilities related to instructional technology,**
- 3. Becoming a contributing member of our department's culture of professional development.**

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

You should also recognize that your professional development within learning, design, and technology continues throughout your career. You need to start now to find ways to establish professional contacts and participate in professional development activities that will serve you long after you graduate.

The M.Ed. Curriculum in Instructional Design and Development

The courses in the M.Ed. curriculum consist of a minimum of 36 semester hours. Below is an overview of the courses that make up the curriculum, listed in the general order in which the courses are taken (please note: we are in the process of updating some of the course titles and descriptions so these may change during your time in the program):

EDIT 6170e Instructional Design (3 credits)

This course introduces participants to the skills and processes leading to the design, development, and evaluation of instruction.

EDIT 6190e Design Thinking and Development Tools (3 credits)

Students learn a variety of tools appropriate for computer-based development. These include graphics, media, and software development tools. Students are required to write a contract for the specific tools to be learned.

EDIT 6200e Designing Interactive Learning Environments (3 credits)

Instructional design, learning theory, project management, and evaluation of designing interactive learning environments for education and training. Students and faculty work in teams to produce interactive multimedia, electronic performance support systems, internet resources, and other evolving forms of technology-enhanced learning environments.

EDIT 7350e Evaluation and Analytics in Instructional Design (3 credits)

Planning, conducting, analyzing, and reporting systematic evaluations of instructional designs and environments.

EDIT 6400e Emerging Approaches in Teaching, Learning, and Technology (3 credits)

Teaching, learning, and performing, and the ways technological environments can be designed to support these approaches. Describes the theoretical and research foundations of these approaches and demonstrates varied uses of technology.

EDIT 6500e Video Production for Teaching and Learning (3 credits)

Design, production, and use of digital video. Laboratory experiences with studio and portable cameras; editing and other equipment suitable for educational use.

EDIT 7520e Online Teaching and Learning (3 credits)

An introduction to the world of teaching and learning online, including discussion of instructional strategies and current innovations and issues. From choosing and setting up course elements in a Learning Management System through the actual delivery and interactions of an online class.

EDIT 7170- Advanced Instructional Design (3 credits)

Students will apply instructional design theories as they design for complex learning environments. Design strategies for formal and informal learning environments, emerging trends, and project constraints will be explored through case-based learning.

EDIT 6210e- Team-Based Design of Interactive Learning Environments (3 credits)

Students and faculty work in teams using contemporary instructional design theories and tools to produce interactive environments for learning, information retrieval, and performance support, including hypermedia, microworlds, simulations, games, virtual learning environments, and/or other types of interactive environments.

EDIT 7150 Principles of Human Performance Technology and Analysis (3 credits)

This course provides an overview of human performance technology as it relates to instructional design. Emphasis is placed on general systems theory and understanding the role of the instructional designer within an organization. Instructional and non-instructional solutions are explored to improve learning and performance.

EDIT 6900 Research Methods in Instructional Technology (3 credits)

Locating and interpreting information from published reports, planning and conducting research and evaluation studies, and using research and evaluation procedures to explore questions related to instructional technology.

EDIT 7550 Project Management in Instructional Design (3 credits)

Planning, organizing, supervision, and evaluation of technology-based education and training projects and support services in a variety of settings.

Course Sequence

The M.Ed. degree offered in the IDD area is being delivered in a flexible mode that combines innovative class scheduling and online courses to accommodate a variety of work schedules and geographical locations. Students who keep pace with the cohort should finish the program in two years. The following table provides an overview of the expected sequence.

If you are admitted to the program at the beginning of a Spring or Summer semester, your advisor will work with you to modify your course sequence. We are unable to offer all courses in all semesters and some courses are offered only once per calendar year. This, coupled with the fact that some courses are prerequisite to other courses, means that your completion of the program could be delayed if you are unable to complete the program in the prescribed sequence.

YEAR 1		
FALL	SPRING	SUMMER
EDIT 6170E- Introduction to Instructional Design	EDIT 6200E-Designing Interactive Learning Environments	EDIT 6400E- Emerging Approaches for Teaching, Learning, and Technology
EDIT 6190E- Design Thinking and Development Tools	EDIT 7350E- Evaluation and Analytics in Instructional Design	EDIT 6500E- Video Production for Teaching and Learning
YEAR 2		
FALL	SPRING	SUMMER
EDIT 7170E- Advanced Instructional Design	EDIT 6210E- Team-Based Design of Interactive Learning Environments	EDIT 6900E- Research Methods in Instructional Technology
EDIT 7520E- Online Teaching and Learning	EDIT 7150E- Principles of Human Performance Technology and Analysis	EDIT 7550E- Management of Instructional Technology Projects

In general, these courses are taught using an online hybrid approach. There will be opportunities for classes to be synchronously via video conferencing software. No routine travel to the University campus in Athens is necessary. We have organized the curriculum with the full-time working professional in mind, but with the assumption that the professional workday extends from morning until late afternoon. We cannot accommodate full-time working schedules that deviate from this standard.

Studio Approach to Instructional Design

While the course-based model is the long-standing approach to graduate education, it is often problematic for programs, such as ours, in which students must master design knowledge and the set of tools needed to bring designs to life. For example, our students must master principles and procedures in the design, development, and evaluation of instruction. They also must master a wide range of technological skills (most of which are computer-based) in a short amount of time and then successfully apply these skills to their instructional design projects. However, one significant problem instructors and students have long faced is how to adequately teach and learn computer-based tools to appropriately apply them in an instructional design project within the scope of a 16-week course. Frequently, students are just beginning to master the tools when the course draws to a close. Instructional design as it is authentically applied in education and training does not lend itself easily to 16-week blocks of time.

To address this problem, we have designed a studio approach based on a constructivist perspective. While it is difficult to adequately summarize this perspective here, it is based on several core ideas:

- 1) Learning is an active process in which meaning is constructed by each individual;
- 2) Learning is a social activity founded on collaboration and mutual respect of different viewpoints; and
- 3) Learning is embedded in the building of artifacts that are shared and critiqued by one's peers.

Table 1 lists the core principles upon which the studio curriculum is based. The studio experiences provide an opportunity in courses for participants to explore design (instructional and otherwise) given the capabilities of today's multimedia tools. The design concepts and development skills nurtured in the studio go beyond any particular context. Instead, you begin the studio curriculum with the opportunity to explore design issues of personal importance while you build your skill base with multimedia development tools. As you progress, you will be expected to apply your skills and understanding about design to instructional problems individually and in groups.

We acknowledge that participants come to the program with a wealth of experience, knowledge, and motivations. For a satisfying and rewarding experience, you should look to build on what you know while at the same time be willing to learn from your peers. As any professional, you are expected to understand and apply the field's literature to your own work. It is important to know what has preceded your inquiry into these issues and to examine critically the ideas and evidence presented in the literature.

Finally, you need to consider yourself a representative of a field and university dedicated to improving the quality of life for all people through education. Consequently, service to our respective communities is part of the studio mission.

Table 1. Studio Core Principles

- 1) Learning about design (especially the design of user interactions)
- 2) Personally relevant and meaningful experiences for those who participate
- 3) Appropriate experiences for all educational settings (e.g. corporate, K-12, higher education, etc.)
- 4) Skill development within authentic contexts (individual and team projects)
- 5) Collaboration & Cooperation
- 6) Mentoring (within and among all program participants and faculty)
- 7) Understanding the literature (select organize integrate)
- 8) Performance-based Assessment
- 9) Public Service

Technology Requirements

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

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

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

Portfolios and the Required Graduate Final Examination

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

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

Portfolios must be completed in time to allow for a departmental review according to due dates provided at the start of each semester. Students are required to record a video providing an overview of their portfolio and chosen artifacts. Candidates who do not adequately prepare and defend their portfolio according to the specifications and due dates are at risk of not graduating on time.

The *Portfolio* is organized by the following programmatic themes:

- Foundations
- Analysis
- Design and Development
- Evaluation
- Management

Each Masters Degree candidate is expected to be competent in all themes, and proficient in at least two themes.

Alert! As an online public document, be sure not to include any sensitive personal information. For example, be absolutely sure not to include social security number, home address or address of any family member, telephone numbers, etc.

Required Sections for the Portfolio

Program of Study

A detailed breakdown of your program of study is located here. Include the courses you took and the semester in which each was taken. (You are not expected to provide a copy of the actual approved Program of Study document.)

INSTRUCTIONAL DESIGN AND DEVELOPMENT

COURSE TRACKING

Student Name: _____

Student # _____

Course	Title	Instructor	Semester and Year	Grade
EDIT 6170E	Introduction to Instructional Systems Design			
EDIT 6190E	Design Thinking and Development Tools			
EDIT 6200E	Designing Interactive Learning Environments			
EDIT 7350E	Evaluation and Analytics in Instructional Design			
EDIT 6400E	Emerging Approaches in Teaching, Learning, and Technology			
EDIT 6500E	Video Production for Teaching and Learning			
EDIT 7170E	Advanced Instructional Design			
EDIT 7520E	Online Teaching and Learning			
EDIT 6210E	Team-Based Design of Interactive Learning Environments			
EDIT 7150E	Principles of Human Performance Technology and Analysis			
EDIT 7550E	Project Management in Instructional Design			
EDIT 6900E	Research Methods in Instructional Technology			
Advisor Notes:				

Programmatic Themes

Each of the programmatic themes is represented in this section. You are required to present 2 learning artifacts for each theme from your coursework in the IDD program. Learning artifacts may include but are not restricted to internship documents and products, class projects, papers, videotapes, newsletter articles, a list of professional references, publications, lesson plans, lessons, workshops, seminars, media developed and used in instruction, and projects completed for purposes such as employment.

You are responsible for writing a summary for each theme:

- Foundations
- Analysis
- Design and Development
- Evaluation
- Management

Each written summary should explain why the item was included, what the item represents to the candidate, and a self-assessment of the value of the item. Each summary should be approximately 500 words in length and explain how your artifacts meet the standards outlined in the attached rubric. These standards have been adapted from the ibstpi Instructional Designer Competencies.

Submission Procedures

The candidate's advisor determines when the portfolio is complete and suitable for review by the committee.

Judgment Criteria

The learning artifacts should correspond to specific instructional goals and performance objectives for the required courses of the Master's Degree in Instructional Design and Development. The content of the learning artifacts should be criterion-referenced assessments that are collected during the process of completing the required courses.

Additional Information about the Portfolio

The Portfolio should contain general information (i.e. from core course work) and specific interest information (i.e. from the context in which candidates see themselves, for example, corporate settings, K-12 schools, higher education, not-for-profit organizations, museums, etc.). For example, if the individual wishes to work in corporate training and has a specific interest in instructional design, the Portfolio

should contain at least one piece, which involves instructional design in a corporate training setting.

If submitted work is a result of a group effort, the candidate should state clearly his or her role in the group and what part of the submitted work was completed by the student.

The advisor and candidate will collaborate to determine a portfolio's content. It will be an ongoing process throughout the candidate's program of study.

Due Dates

All students must register to graduate and submit their plan of study to the Graduate School at the beginning of the semester they plan to graduate. Students who plan on submitting their portfolio are also encouraged to notify their advisors much earlier, at least no later than the start of the semester. The best recommendation is to keep your advisor informed as to your progress throughout the program.

All students must deliver their portfolio to their major professor for a preliminary review. The purpose of this preliminary review is for your major professor to verify that the portfolio is complete and presented in a form suitable for review by the committee. Portfolios that are incomplete cannot be presented to the department for a full review. This deadline is usually around the mid-point of the semester; however, all students should consider delivering their portfolio to their major advisor earlier if they feel they will need more time to make the necessary revisions called for by their advisor. It is important to note that your advisor is not giving final approval of the portfolio, but only attests that it is complete and ready for review by the department. Your advisor, just as other members on the committee and other faculty in the department, will then proceed to review your portfolio in depth. This preliminary review is intended to make sure that no portfolio is presented to the department that is incomplete or generally inadequate.

Once your major advisor has been verified by your major advisor as "ready to review," your portfolio will be made available to the entire Learning, Design, and Technology faculty for review. Each portfolio will be reviewed and evaluated by your major advisor and two additional faculty members in the LDT program. The deadline is usually two weeks after the deadline for the preliminary review by the major advisor.

Students who do not meet these deadlines will not be allowed to graduate at the end of the current semester. Therefore, students would be required to register the following semester because one must be registered for at least 3 credits in the semester in which all degree requirements are completed.

Portfolio Rubric

Instructional Design and Development
Professional Portfolio

Name of Student: _____ Name of Reviewer: _____ Date of Review: _____

Theme 1: Foundations The student demonstrates ability effectively apply learning theories and foundational knowledge to support their instructional design decisions.	Meets	Does not Meet
Artifacts may address some of the following: a. Core knowledge related to instructional design and technology b. Emerging approaches in teaching, learning, and technology c. Research methods in instructional technology d. Ability to align instructional strategies with learner needs and theoretical foundations		
Comments:		

Theme 2: Planning and Analysis The student demonstrates the ability to engage in needs assessment and performance analysis activities to support their design projects.	Meets	Does not Meet
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Artifacts may address some of the following: <ul style="list-style-type: none"> a. Ability to conduct a needs assessment to recommend solutions that address a learning and/or performance need. b. Ability to identify and select data collection tools to support a project. c. Conducting a task analysis to determine key performance behaviors. d. Establishing a process to determine instructional solutions. 		
Comments:		

Theme 3: Design and Development The student demonstrates the ability to engage in a variety of design activities to support their instructional projects for a variety of delivery formats and environments.	Meets	Does not Meet
Artifacts may address some of the following: <ul style="list-style-type: none"> a. Ability to create a design document to guide design practices. b. Development of participant and facilitator guides. c. Development of e-learning solutions. d. Application of the instructional design process for a project. 		
Comments:		
Theme 4: Evaluation The student demonstrates the ability to evaluate the success of a learning experience and/or product.	Meets	Does not Meet
Artifacts may address some of the following: <ul style="list-style-type: none"> a. Conducting formative evaluations. 		

<ul style="list-style-type: none">b. Ability to conduct a usability test to evaluate a learning module.c. Developing summative evaluative tools.d. Developing an evaluation plan to assess the quality and performance outcomes for a given project.e. Evaluating instructional and non-instructional interventions.		
Comments:		

Theme 5: Management Students demonstrate ability to plan and manage instructional design activities and projects. the skills and knowledge of planning and managing a design function or instructional project.	Meets	Does not Meet
Artifacts may address some of the following: <ul style="list-style-type: none"> a. Collaborate with clients and team members during projects. b. Manage instructional design activities for a given project. c. 		
Comments:		

Overall Comments on Student's Portfolio:

Reviewer's Decision (Please select one):

Pass	
Conditional Pass (Needs Revisions)	
Fail	

Procedures for Completing Graduate Study for the M.Ed. Degree

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

All Graduate School forms can be found at:

<https://grad.uga.edu/index.php/current-students/forms/>

Milestones in the Graduate Experience

Initial Advisement for Coursework

Following admission to the program, you will be sent a letter welcoming you to the department. This letter will provide, or direct you to, important information, such as steps for completing the admission process, and specifications for required hardware and software resources.

The name, email, and phone number of the faculty member assigned as your advisor will be contained in the welcome letter. Develop good communication with your advisor early in your program and maintain this communication throughout. Your advisor should be the first person you contact for questions, or to discuss problems you are having. Please plan accordingly if you need to schedule a face-to-face appointment with your advisor.

IDD and CIS Student Listservs

Email is the official means of communication within UGA for all academic matters. Probably the most important communication link between all IDD faculty and students is email and the IDD-L listserv. Similarly, our Department of Career and Information Studies maintains a student listserv for all CIS graduate students. You will be subscribed to each of these important listservs shortly before your classes begin using the email address included in your graduate application. All important announcements are distributed to students in the department only using the CIS and IDD listservs and all students are required to remain subscribed to them while a student. You are responsible to check your email frequently.

UGA MyID. The University provides several computer resources to registered students, such as a University email account along with web server space. Almost all of these services are accessed using one special university account called "MyID." A MyID account is also required for many course resources and activities, so be sure to get and become acquainted with your MyID account soon after being admitted.

Once you have obtained a UGA email address, you are encouraged to contact the IDD coordinator to request that it be used for receiving all IDD-L listerv email.

Also, please note that the department, college, and university consider your UGA email as your official email address, so if you do not plan on using it as your main email, you should forward your UGA email to your preferred email address. You also need to check your UGA "junk" folder occasionally just in case important email is inadvertently marked as spam. If your email address changes, it is your responsibility to notify the department.

Coursework

It is your responsibility to communicate with your advisor prior to registering each semester. It may be necessary to schedule a face-to-face appointment with your advisor, but it is likely that email or phone (or an online form set up by your advisor) will suffice for most people and situations. Plan well in advance to avoid network congestion and stress during the last days of registration. Consult Athena (athena.uga.edu) for deadlines.

For a searchable PDF version of the schedule of classes, visit the Schedule of Classes on the UGA Registrar's site (<https://reg.uga.edu/enrollment-and-registration/schedule-of-classes/>).

For brief official course descriptions, visit the Courses section of the UGA Bulletin (<http://bulletin.uga.edu/CoursesHome.aspx>).

For sample past syllabi of courses (when available), visit <https://syllabus.uga.edu/> and go to Syllabus System Browse. Note that a past syllabus does not in any way guarantee what will be on a new syllabus for a given course. But it can provide a general idea.

Program of Study

The Program of Study should be submitted to the Graduate School during the semester before your graduating semester. Deadlines for Submission of Paperwork are provided on the Graduate School Website. This information will also be communicated to you by the IDD Program Coordinator. You will not graduate if you fail to submit the form in time for the department to process it and forward to the Graduate School by the deadline.

You should communicate with your advisor before completing the Program of Study form. Your program of study, must be suggested through the Graduate School Website. You can use the program of study form, provided by your advisor, to guide what you enter on your online form.

After approval of the Program of Study form, any program changes must be approved by your advisor, the Graduate Coordinator, and the Graduate School.

These forms can be located from the Graduate School Website:
<https://grad.uga.edu/index.php/current-students/forms/>

Application for Graduation

You must complete an online Application for Graduation form on the Graduate School's Web site during the semester before your graduating semester. You will not graduate if you fail to do so before the deadline.

Here is a list of forms you must complete and submit to the Graduate School:

1. Program of Study (Non-Doctoral Professional Degrees)
2. Advisory Committee Form
3. Application for Graduation

These forms can be located from the Graduate School Website:

<https://grad.uga.edu/index.php/current-students/forms/>

Note: To check the status of your Program of Study form and Application for Graduation, email the graduate school at gradinfo@uga.edu. (This is the official channel for communication between the Graduate School and students on such matters, so the response time is usually fairly short.)

Portfolio Examination

Prepare your portfolio in accordance with the Portfolio Examination Guidelines outlined in this handbook.

You must be registered for at least 3 semester hours during the semester in which you submit your portfolio for examination. You must also be registered for at least 3 semester hours during the semester in which you plan to graduate. Typically, these two events will occur in the same semester.

A committee of 3 departmental faculty members, including the candidate's major professor, reviews the candidate's portfolio and conducts the portfolio assessment. You will work with your advisor to determine the composition of your committee.

You must notify the Department of your intent to submit and defend your portfolio by contacting your advisor at the beginning of the semester. The deadline for submitting this online form will be listed on the website for that semester.

It is recommended that all students submit their portfolios to their advisor for a preliminary review at least one week prior to the department's deadline to allow time for revisions. Any portfolio not completed by the deadline announced on the website is at risk of not being reviewed that semester.

Graduation

Congratulations!

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

Information about these events is posted each semester on the graduate school's website and the College of Education website, respectively.

Additional Information

UGA Academic Honesty

You are expected to communicate your own ideas in your own words and give academic credit where it is due. Please review the UGA Academic Honesty Policy to learn what is expected of you in both your coursework as well as other academic artifacts you produce.

<https://honesty.uga.edu/Academic-Honesty-Policy/>

If you are unsure about how to uphold UGA's Academic Honesty Policy, there are a number of excellent resources readily available online. Some of those are provided below, but you are encouraged to find your own:

- A. Ashford University' Steps to Avoiding Plagiarism: <https://writingcenter.ashford.edu/steps-avoiding-plagiarism>
- B. 6 Ways to Avoid Plagiarism: <http://en.writecheck.com/ways-to-avoid-plagiarism>

Disability Resource Center

The Disability Resource Center (DRC) at the University of Georgia is a department in the Division of Student Affairs. The Disability Resource Center's primary commitment is to assist the University of Georgia in educating and serving students with disabilities who qualify for admissions. While the Disability Resource Center's mission is to ensure equal educational opportunities as required by the ADA and other legislation, the DRC strives to promote a welcoming academic, physical, and social environment for students. Additional information about the DRC services is at:

<https://drc.uga.edu/drc-and-university-statements/>

Accommodations

If you have a disability and would like to request accommodations, please communicate with Disability Services. All individuals receiving accommodations in the classroom must be registered with Disability Services. Visit their website at: <http://drc.uga.edu/> for further information.

Appeals

Students at the University of Georgia have the right to appeal academic decisions. The decision that a student has failed comprehensive examinations would be considered a decision of graduate curriculum requirements and would be appealed first to the department. Policies and procedures are available from the university at: <https://grad.uga.edu/index.php/current-students/policies-procedures/academics/appeals>

Grievance Policy

Occasionally, difference of opinion or differing interpretation of expectations arise during work on a graduate program of study. Our intent is that all disputes are amicably resolved in a timely fashion. Please refer to the UGA Grievance Policy (https://legal.uga.edu/Grievance_and_Disciplinary_Review_Policy.html) if you believe you have cause to challenge any of the processes or procedures regarding any aspect of the LDT doctoral program. To initiate the process, you should approach the department head about your issue, unless the issue involves that person. In such cases, please approach a faculty member who you trust. This could be your Major Professor or a different faculty member who is not involved in the issue.