

MASTER'S OF SCIENCE IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

Program Handbook



Master of Science in Instructional Design and Technology (IDT)

- **Online Teaching Endorsement**
- **Instructional Technology Specialist K-12**

Saint Vincent College Education Department

<http://www.stvincenteducation.org/>

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Welcome to the Online Teaching Endorsement and the Instructional Design and Technology (IDT) Master's Program

I. INTRODUCTION

GOALS

The Saint Vincent College Master's Program in Instructional Design and Technology is designed to prepare candidates for 21st century learning and teaching. The Instructional Design and Technology Master's Degree and online teacher endorsement certification is available for graduate, post-baccalaureate or continuing education students in education or other areas. The program is primarily designed for degree-seeking students, but these classes are also available for educators who wish to only add the online teaching endorsement (12 credits). Candidates seeking a master degree will take courses in research, visual thinking, adult learning, instructional technology, methodology, and an internship or practicum.

The Goals of the Instructional Design and Technology Program are to:

- Provide quality instruction, scholarly achievement opportunities, and diverse practice for teaching and working with technology
- Facilitate and inspire learning and creativity
- Provide the necessary methods and field instruction for teachers to feel confident and prepared for teaching online and/or leading technology related departments

Candidates will have the opportunity to:

- Plan and design instructional materials that integrate technologies
- Develop digital age learning experiences and assessments
- Apply principles of instructional systems design, online learning, message design, instructional strategies, and information management

REQUIRED COURSES

Required Courses for the Online Teaching Endorsement

ONLINE TEACHING ENDORSEMENT CERTIFICATION (12 credits)

Both non-certified and previously certified students can earn an online teaching endorsement certification and become qualified to teach and deliver elementary and secondary online education commensurate with a candidate's initial teacher certification. This track is focused on the education and skills needed to be an effective online educator.

GCIT 614 Emergent Information Management & Instructional Technologies - 3 credits

GCIT 624 Usability, Engagement, & Performance Appraisals in Online Education - 3 credits

GCED 625 Instructional Technology - 3 credits

GCIT 684 Advanced Instructional Design for Online Learning – 3 credits

The above 12 credits meet the required competencies of the Online Teaching Endorsement certification. The following four overarching core competencies for blended and online instruction are in direct alignment with the iNACOL National Standards for Quality Online Teaching (Version 2, October, 2011).

I. **Development & Design:**

Candidates will demonstrate their ability to develop and design online content reflecting the iNACOL standards shared below. The candidate should demonstrate the utilization of tools and resources for course development that are varied, allowing for a differentiated instructional design using multiple resources and media forms.

- **Standard A:** The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.
- **Standard B:** The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.
- **Standard F:** The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online learning environment.

II. **Delivery:**

Candidates will demonstrate effective online instruction as appropriate through the Teacher Effectiveness model of teacher supervision and evaluation adopted by the Pennsylvania Department of Education. The iNACOL standards relevant to course delivery include:

- **Standard C:** The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online learning environment.
- **Standard D:** The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.
- **Standard F:** The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online learning environment.

III. **Assessment**

Candidates will know and understand the design and implementation of appropriate assessment of online learning that maintains and verifies academic integrity. iNACOL standards relevant to course assessment include:

- **Standard G:** The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.
- **Standard H:** The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.
- **Standard I:** The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.

IV. **Emerging Trends and Professional Responsibilities**

Candidates will demonstrate knowledge and understanding of digital citizenship, legal issues with online education, and confidentiality procedures and protocols.

- **Standard E:** The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.
- **Standard J:** The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.
- **Standard K:** The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

FIELD EXPERIENCE FOR ONLINE ENDORSEMENT CERTIFICATION

Upon admission into the endorsement coursework, candidates will be assigned online K-12 teacher-mentor in a neighboring district. The candidate will be required to complete fieldwork for a minimum of 45 hours conducting classes, grading, develop online materials, assessment, and other related teacher duties in which their assigned mentor is responsible. All of the above competencies will be experienced through this mentorship. The candidate will be required to evidence their successful completion upon the last course in the 12-credit program. Candidates should obtain copies of evaluations and letters of completion from their online teacher mentor in accordance with the field handbook for students and mentors of the online teaching endorsement program.

FINAL ONLINE PORTFOLIO

The above competencies will be evidenced in a final online portfolio. This portfolio will be completed and reviewed upon completion of the 12 credits and prior to submission to TIMS. The Director of Education Graduate Programs or designee will review and approve the final portfolio using the above competencies as a criterion for artifacts and reflections. Each candidate is encouraged to prepare this portfolio with one's own design and template. Candidates should also evidence 45 hours of fieldwork in online delivery, assessment, and development.

INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATION (36 Credits)

The Instructional Technology program is designed for certified teachers that desire to become leaders in technology in K-12 settings. This track uniquely intertwines media, information literacy, pedagogy, and technology to prepare candidates for technology management, online instruction, and instructional design.

GCIT 614 Emergent Information Management & Instructional Technologies - 3 credits

GCIT 624 Usability, Engagement, & Assessment Systems for Online Education - 3 credits

GCED 625 Instructional Technology - 3 credits

GCED 635 Instructional Methodology - 3 credits

GCED 615 Curriculum and Systems Design - 3 credits

GCED 670/665 Visual Thinking & Learning/Creative Message Design & Motivation – 3 credits

GCED 650/660 Human Learning/ Adult Learning – 3 credits

GCIT 684 Advanced Instructional Design for Online Learning – 3 credits

GCIT 694 Practicum in Instructional Technology - 3 credits

GCSE 657 Technological Applications for Differentiated Instruction - 3 credits

GCED 605 Statistics and Research Design - 3 credits

One elective - 3 credits

ID&T FIELDWORK AND INTERNSHIP REQUIREMENTS

REQUIRED CLEARANCES

- Act 151: Department of Public Welfare Child Abuse History Clearance
- Act 34: Pennsylvania State Police Request for Criminal Records Check
- TB Testing
- Act 114: FBI Fingerprinting Clearance

INSTRUCTIONS FOR OBTAINING CLEARANCES

1. CHILD ABUSE: *(Must be completed yearly)*
 - Go to the Department of Public Welfare home page: <http://www.dpw.state.pa.us/>
 - Click on “Find a Form” on the left hand side
 - Click on “Child Abuse History Clearance Form”
 - Download form “Pennsylvania Child Abuse History Clearance Form (CY-113)” or you can obtain a form in the Education Office and complete.
 - Cost will be \$10.00 and must be a MONEY ORDER (you can purchase a money order at Giant Eagle).

- Make a copy of the form and money order before sending.
- Mail to the address listed on the form; this process may take 4-6 weeks (sometimes longer) so we recommend mailing it by July 1 each year.

2. CRIMINAL RECORD: *(Must be completed yearly)*

- Go to the Pennsylvania Access To Criminal History website:
<http://epatch.state.pa.us/Home.jsp>
- Click on "Submit a New Record Check"
- Follow the instructions and click submit (it takes a few minutes to process)
- Print out the "Certification Form"
- Cost will be \$10.00
- *If you do not want to complete it online you may download and print the form to mail (you will need to include a \$10.00 MONEY ORDER), or complete the form online utilizing the PATCH System (please be aware that if you process online you will need to have a credit card ready).*

3. TUBERCULOSIS TESTING – TB Test: *(Required every two years)*

- Make an appointment with the Saint Vincent College Wellness Center by calling 724-805-2115. Testing can be done on Mon/Tue/Wed, as you must return two days later to be checked. The fee for the TB test will be \$10.00.
- If you choose to get a TB test with your family doctor make sure to have a written document with date of the test, date it was read, results, doctor's signature, and doctor's medical ID#.

4. FBI FINGERPRINTING: *(Required once while a full time student, but subject to additional testing depending on student status)*

Applicants must register prior to going to a fingerprint site. Registration can be completed either on the phone or online. There is a \$36 registration fee. You must save your fingerprinting receipt with the PAE ID number and bring it to the Education Office to show that you have processed your clearance.

- Online Registration: Go to the Fingerprint Services for Pennsylvania home page:
<http://www.pa.cogentid.com/> (available 24 hours a day, seven days per week)
- Click on "Pennsylvania Department of Education" http://www.pa.cogentid.com/PDE_Main.html
- Click on "Register Online"
- Complete the online form and print out the completed registration with your confirmation number on it.
- Telephone Registration: Call 1-888-439-2486, Monday through Friday, 8:00 a.m. to 6:00 p.m. EST.
- You will receive a confirmation number.
- Take your confirmation number to the nearest fingerprinting location. The fee for the FBI clearance is \$36 and can be made online with a credit card or by bringing a Money Order/Cashiers Check payable to Cogent Systems to the fingerprinting site. No cash or personal checks will be accepted.

- Request to have your clearance mailed to you to receive your official report AND bring your PAE confirmation number to the Education Office after you have taken your fingerprints. Students must have an official report or the clearance is invalid.

PROGRAM REQUIREMENTS

Candidates must obtain an Internship in an educational K-12 setting to fulfill the Internship/Practicum course. The candidate must complete a minimum of 100 hours in the Practicum in Instructional Technology for Technology specialist certification. If a candidate has difficulty organizing an internship location, he or she should contact the Field Placement Director (724-805-2096) at least two weeks prior to the beginning of the internship or practicum course. A candidate can also get field experience hours from alternative events such as webinars, conferences, and online teaching, but no more than 10 hours from a single alternative experience. Please see section three for more details on field experience requirements.

COLLABORATING SCHOOLS FOR FIELD EXPERIENCE PLACEMENTS

Saint Vincent College Education Department has developed partnerships with school districts in the surrounding areas. Candidates in graduate programs can contact technology specialists or teachers from the area school districts to request placements for internships.

- Intermediate Units: IU 7
- Greater Latrobe School District
- Derry Area School District
- Mt. Pleasant School District
- Ligonier Valley School District
- Dr. Robert Ketterer Charter School

OBTAINING ONLINE TEACHING ENDORSEMENT & PENNSYLVANIA TEACHING CERTIFICATION

Students may add the Pennsylvania Certification Online Teaching Endorsement as a post-baccalaureate with or without completing the Master's of Science in Instructional Design and Technology. If the student is not already teacher certified in Pennsylvania, the student must take the required education courses in a certification area, psychology, and state required core courses. Initial teacher certification also requires Field Experience IV: Pre-Student Teaching and Field Experience V: Student Teaching. Along with the required coursework, students must pass the required exams: PECT or Praxis exams for the initial teacher certification prior to adding the endorsement.

OBTAINING INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATION K-12

Students may earn the instructional technology specialist certification with or without a teacher certification by completing the Master's of Science in Instructional Design and Technology. Students are not required to possess or hold a valid teaching certificate for this specialist area. However, if candidates do not have a teacher certification they must take and pass the PAPA exams (PRESERVICE ACADEMIC PERFORMANCE ASSESSMENT) before earning this certification. <http://www.pa.nesinc.com>

APPLYING FOR THE ONLINE TEACHING ENDORSEMENT AND/OR K-12 INSTRUCTIONAL TECHNOLOGY SPECIALIST

All candidates need to use the Teacher Information Management System (TIMS) to submit for certification. Upon completion of the coursework and exams (if applicable), please go to <http://www.education.state.pa.us> and complete all necessary application information.

ACADEMIC ADVISING

An Education Faculty member will advise all graduate students. Each semester the Education Advisor will review the student's academic performance. This review is intended to assure that the student is making progress and completing program requirements. Transcripts will be reviewed for appropriate coursework and to check that the student is maintaining a 3.0 or higher GPA. Students that have questions about the requirements, coursework, GPA, or certification should schedule an appointment with their education advisor.

Chapter 2

IDT Internship Requirements

II. INTERNSHIP REQUIREMENTS

To prepare candidates for a career in Instructional Design and Technology, the program requires candidates to complete an internship to get experience working in the field.

Requirements of the Student Candidate

The internship experience is an opportunity for candidates to develop management, teaching, and professional competencies needed.

- Professionalism
 - Adhere to the policies and philosophies of the hosting school, district, or business of the field experience location
 - Adhere to the Pennsylvania Code of Ethics
 - Professional conduct is expected.
 - Demonstrate a positive regard for culture, religion, gender, and sexual orientation of students and staff.
 - Be responsible, courteous, and dependable.
 - Professional dress is expected of all candidates.
 - Abide by copyright laws and use copyrighted educational materials in an ethical manner.
- Attendance
 - Attendance is mandatory. Set a schedule with your internship supervisor and stick to it. Absences are not permitted during the internship experience except for severe illness or death in the immediate family. Should such conditions merit absence, the candidate is responsible for notifying their supervisor immediately. Candidates should follow the calendar of the district or business of their field experience location and not the Saint Vincent College calendar; this may require candidates to complete hours over Fall Break, Spring Break, or other holidays that the college typically has off but businesses or school districts do not.

Instructional Technology Practicum: GCIT 694

The Instructional Technology Specialist K-12 practicum is designed to offer the candidate the opportunity to experience technology administration and leadership in the K-12 setting. The candidate is required to complete a professional portfolio that will drive the practicum experience by the competencies of the course. Guided by the GCIT 694 instructor, the candidates will report regularly their performance and be fully supervised by a K-12 mentor.

Due to the nature of the K-12 Technology Specialist, some of the required practicum hours can be met through attending conferences, webinars, teaching online courses, and K-12 technology events that offer suitable experiences for the candidates. This "Supplemental Field Experiences" are not to replace an actual K-12 setting, but to assist the working candidate in reducing the on-site hour requirements by replacing some of the hours by virtual participation. Online leadership and teaching are expected when completing a portion of the practicum hours in exchange for on-site K-12 instructional technology fieldwork.

The GCIT 694 instructor must approve all practicum experiences and combinations of experiences.

Field Experience Hours

Candidates must obtain an Internship in an educational K-12 setting to fulfill the Internship/Practicum course. The candidate must complete a minimum 100 hours in the Practicum in Instructional Technology for Technology specialist certification. If a candidate has difficulty organizing an internship location in a K-12 setting, he or she should contact the Field Placement Director (724-805-2096) at least two weeks prior to the beginning of the internship or practicum course.

To achieve 100 hours within a semester, a candidate can get additional field experience hours from alternative events such as webinars, conferences, and online teaching, but no more than 10 hours from a single alternative experience. All candidates must have an internship placement in a K-12 setting with a minimum of 60 field experience hours at the K-12 field placement or multiple K-12 placements. The alternative events can supplement field experience hours, but alternative events cannot be the main source of hours.

Field Experience Locations: Instructional Technology Specialist K-12

- Intermediate Units: IU 7
- Greater Latrobe School District
- Derry School District
- Mt. Pleasant School District
- Ligonier Valley School District
- Dr. Robert Ketterer Charter School
- Any K-12 setting that will offer opportunities to work in technology leadership

*Supplemental Field Experience Events

Webinars: such as Instructional Technology, Online Teaching, Media Design

Conferences: such as Educational, Technology, or Media Design conferences

Online Teaching: such as hosting online webinars, workshops, or creating online course materials

Consulting: such as offering training, assisting with an online course, service desk assistance, presentations

Field Experience Hour Log

To verify field experience hours completed, candidates must complete a field experience hour log for each field experience location. The candidate should list the field experience location and supervisor contact information at the top of the hour log and record each date, the number of hours, and the activities completed during the field experience. Each day the candidate's field experience supervisor should initial the hour log and sign the log at the end of the semester or experience. See Appendix A for Field Experience Hour Log.

*Supplemental Field Experience Events Hour Log

Supplemental events will be recorded in a separate hour log to ensure that no more than 10 hours are recorded for a single experience. For example, candidates can record no more than 10 hours for a conference, or candidates can attend 10 (1 hour long) webinars to record 10 hours. Therefore, 10 hours from a conference plus 10 hours from webinars would give the candidate 20 hours towards the total 100 required. See Appendix for Supplemental Hour Log.

III. PORTFOLIO

Final Portfolio

The portfolio is the capstone product of your training program in Instructional Design and Technology. It is an organized collection of materials that have been creatively put together to best represent your philosophy of teaching and the related competencies needed to be an effective technology specialist. All candidates in Instructional Design and Technology are required to develop a professional portfolio. The portfolio demonstrates the candidate's knowledge and skills of instructional design.

Each section of the portfolio will contain artifacts that demonstrate success as a specialist in Instructional Design and Technology. Choose artifacts that best demonstrate your understanding, knowledge, and/or performance of the standard. The portfolio should contain one to two artifacts for each standard. Artifacts include but are not limited to:

- Work sample, journals, observations, lesson plans, workshops, videos
- Assignments from graduate classes, such as research projects, term papers, posters, and presentations
- Awards, certificates, recognition of experiences, and professional organization memberships

Note: If you include pictures of student, be sure that you have parental permission to include the pictures in your portfolio. During the first week of your internship talk to your mentor or supervisor about the district's policy about taking pictures of students. If pictures are permitted then have the students' parents sign a permission slip stating that their child's picture may be used in your portfolio. Only include the pictures of students for whom you have received a signed permission slip.

Portfolio Guidelines

INSTRUCTIONAL TECHNOLOGY SPECIALIST Professional Portfolio and Field Competencies

The practicum and the professional portfolio requires candidates to show evidence of their understanding of the fundamental and advanced concepts of instructional technology planning and applications at elementary, middle, and secondary levels (K-12). Your portfolio should include the artifacts and evidence listed below for each competency.

Candidates please include this rubric when submitting your final portfolio. Complete "Portfolio Artifact" column prior to submission.

Competency	Portfolio Artifact <i>Please provide evidence that each of the areas were met through course assignments <u>or</u> your practicum experience.</i> Specifically list here:	Points <i>This column is to be completed by instructor</i>
I.A. Identification, selection, installation and maintenance of technology infrastructure, and hardware and software applications for school administration and instruction including: <ul style="list-style-type: none"> • assessment of educational and administrative technological needs, 		
<ul style="list-style-type: none"> • design and production of media including projected and non-projected visual aids, audio and video production in both analog and digital forms, and photography using film-based and digital formats, 		
<ul style="list-style-type: none"> • implementation and maintenance of interactive information systems, the Internet, distance learning technologies, and networks, 		

<ul style="list-style-type: none"> • assistive technology resources for students with special needs, 		
<ul style="list-style-type: none"> • evaluation of the performance of hardware and software components of computer systems, 		
<ul style="list-style-type: none"> • application of basic troubleshooting strategies 		
<p>I.B. Integrating technology into curricular planning and instructional design including:</p> <ul style="list-style-type: none"> • research on and evaluation of existing and emerging technologies, 		
<ul style="list-style-type: none"> • use of instructional theories and teaching models, 		
<ul style="list-style-type: none"> • learner characteristics, developmental levels, and individual differences as related to instructional technology resources and modifications, 		
<ul style="list-style-type: none"> • access and use telecommunications for information sharing, remote information access and retrieval, and multi-media/hypermedia publishing, 		
<ul style="list-style-type: none"> • electronic mail and Internet resources for communications and instructional support 		

<p>I.C. Management and administration of technology programs at the building, district and regional levels including:</p> <ul style="list-style-type: none"> planning and utilization of facilities including, budgeting, accounting, and program reporting, grantsmanship, personnel administration, and staff development, 		
<ul style="list-style-type: none"> preparing presentations for parents, administrators, school boards, and the public, 		
<ul style="list-style-type: none"> monitoring and evaluating technology plans 		
<p>I.D. Research, problem solving and product development of technological applications including:</p> <ul style="list-style-type: none"> basic principles of instructional design associated with the development of instructional technology materials, 		
<ul style="list-style-type: none"> emerging programming, authoring, and problem solving environments including team and collaborative projects such as on-line workgroups, 		
<ul style="list-style-type: none"> designing and publishing on-line documents that present information and include links to critical resources 		
<p>Comments:</p>		<p>Total: 170 Points</p>

II. Performances

<p>II.A. Managing instructional technology services including:</p> <ul style="list-style-type: none"> • creating an environment that fosters interest and growth in all aspects of technology, 		
<ul style="list-style-type: none"> • establishing and maintaining rapport with all staff and students, 		
<ul style="list-style-type: none"> • communicating high learning expectations, 		
<ul style="list-style-type: none"> • creating a safe physical environment that is conducive to learning 		
<p>II.B. Planning, preparation and delivery of technology related in-service programs and instruction in collaboration with other professionals at a variety of instructional levels that utilizes technology in problem solving based upon:</p> <ul style="list-style-type: none"> • Pennsylvania Academic Standards, 		
<ul style="list-style-type: none"> • strengths and needs of learners at all levels of technological proficiency, 		
<ul style="list-style-type: none"> • established technology implementation plans 		
<p>II.C. Selecting, implementing and adapting technology to teaching methodologies, curriculum resources and administrative functions in collaboration with other educators and integrating a variety of software, applications, and learning tools</p>		

<p>II.D. Selecting, developing and administering assessments that utilize technological applications and involve multiple indicators of student progress and using technology to maintain records on student achievement</p>		
<p>II.E. Developing leadership techniques for working with all levels of the educational community and to manage and administer instructional technology programs at the building and district levels including:</p> <ul style="list-style-type: none"> • developing plans to assess the technological needs and resources, and to evaluate technology implementation and outcomes, 		
<ul style="list-style-type: none"> • developing plans to configure computer/technology systems and related peripherals in laboratory, classroom clusters, and other instructional and administrative arrangements, 		
<ul style="list-style-type: none"> • developing systems for the secure maintenance of student records 		
<p>Comments:</p>		<p>Total: 120</p>

III. Professionalism

<p>The professional education program provides evidence that Instructional Technology Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:</p>		
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<p>III.A. Professional organizations, publications and resources</p>		
<p>III.B. Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania's Code of Professional Practice and Conduct for Educators</u>; and local, state, and federal laws and regulations</p>		
<p>III.C. Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning</p>		
<p>III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students</p>		
		<p>Total: 60</p>

<p>Additional Comments:</p>	<p>Total Portfolio points: 350</p>
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IV. CERTIFICATION

Completing a Master's of Science in Instructional Design and Technology with a concentration in Library Science or Instructional Technology at Saint Vincent College is a big accomplishment. (Insert statement here.)

Graduation Requirements

At the completion of the Master's of Science in Instructional Design and Technology, candidates are required to complete the comprehensive exam, a battery of essay questions posed by professors from the graduate courses. Upon entering the final semester in the program, candidates must apply to take the comprehensive exam. All required paperwork is located on Blackboard under Graduate Education Student Information.

Candidates must also apply for graduation through the Registrar's Office and register for the GCED 800 Comprehensive Exam. Paperwork and registration information can be found on the Saint Vincent College Portal or in the Registrar's Office.

Certification Requirements

Applications must be submitted to the Bureau of School Leadership and Teacher Quality through the Teacher Information Management System (TIMS). Please visit <http://www.pde.state.pa.us>

Holders of valid appropriate teaching license are not required to take any tests to receive the related Instructional Technologist K-12 certification. However, candidates that are not certified are required to take and pass the PAPA exams. Once completed on TIMS, please contact the Chairperson to notify them you have applied for your add-on certification.