TABLE OF CONTENTS

OVERVIEW ........................................................................................................................... 4
ADMISSION REQUIREMENTS .................................................................................................. 5
PROGRAM REQUIREMENTS .................................................................................................... 6
PROGRAM PATHS .................................................................................................................. 7
FINAL EVALUATION ............................................................................................................... 13
PROGRAM POLICIES .......................................................................................................... 14
COLLEGE AND UNIVERSITY RESOURCES ....................................................................... 17
The following documents will be referenced in the different sections of the guidebook and students may wish to consult them for further detail on particular issues.

Academic Programs
http://www.reg.msu.edu/ucc/AcademicPrograms.asp

Graduate Students Rights and Responsibilities (GSRR)
http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities

Acceptable Use of Computing Systems, Software, and the University Digital Network
http://www.msu.edu/au/

Guidelines for Integrity in Research and Creative Activities
http://www.msu.edu/user/gradschl/all/ris04activities.pdf
The Master of Arts in Educational Technology (MAET) prepares teachers, administrators, and other educational professionals for the thoughtful use of technologies to support teaching and learning in a range of educational environments. The program draws on current theories of learning and development to understand the role of technology in learning and instruction. The program is offered in several different formats and allows flexibility to accommodate both full-time students and working professionals by offering accelerated summer study programs, online and hybrid courses.

**TPACK**
Our program is based on the TPACK - Technological Pedagogical Content Knowledge model (Mishra & Koehler, 2006) TPACK attempts to capture some of the essential qualities of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge. At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK framework builds on Shulman's idea of Pedagogical Content Knowledge.
The Educational Technology Certificate

Educational Technology Certificate Program is designed to meet the needs of educators, primarily in the K-12 setting, who seek to utilize new technologies in their schools and classrooms. Participants in the certificate program have the opportunity to explore and improve their skills in the use of educational technologies.

The Certificate is the “on ramp” to the MAET program. You may take the 3 certificate courses (CEP 810, CEP 811, and CEP 812) as a lifelong learner before applying for full admission to the MAET program. These 9 graduate level credits will seamlessly transfer into the MAET program once you have applied and are fully accepted into the program.

We are proud to offer many choices in the delivery mode of the certificate. Whether you opt for the face to face classes that run during the school year, the summer course at school districts across the state or overseas, or the online courses, we have an options that work for you.

Coursework topics include:
- Productivity Tools
- Web 2.0
- Introduction to Online Collaboration
- Getting Things Done (GTD)
- PLN - Personal Learning Networks
- Digital Citizenship
- Internet Security
- Creativity
- Learning Theories
- Copyright
- ISTE Standards, NETS, state and school technology standards - for students, teachers & administrators
- 21st century skills
- Cloud Computing
- Mobile learning
- Scholarship of Teaching and Learning
- Instructional Design Principles
- Evaluating Technology in Education
- Web and product design principles (and how they can transfer to educational settings)
- UDL and Assistive Technology
- Web 2.0 in education (issues raised by using web 2.0 technologies)
- Online Learning
- Overview of F2F instructional strategies and techniques
- TPACK
- Quality and Production Value
- State Tech Plans (analysis and overview)
- Leadership (in multiple settings, classroom, school, online)
- Data visualization and analysis
- Growing up Online
- Mobile Learning
- Lifelong Learning (personal learning)
- Idea Based Learning
For students in the State of Michigan who are K12 educators, an Educational Technology (NP) endorsement can be added to either an elementary or secondary certificate by completing the requirements for MSU's Master of Arts degree program in Educational Technology. For more information on the NP endorsement, visit http://edutech.msu.edu/npendorsement.html

Additionally, this line of coursework can lead to the (048) Educational Technologist Endorsement for students who work for DoDEA schools.

While this is a Michigan or DoDEA specific endorsement, many other states offer a similar endorsement and alumni have been successful in receiving reciprocity. If you are certified outside of Michigan, your MAET advisor will help you work with your state department of education to explain the nature of the NP Endorsement.

To receive NP Endorsement, the following 7 courses must appear on your transcript:

CEP 810: Teaching for Understanding with Computers
CEP 811: Adapting Innovative Technologies to Education
CEP 812: Applying Educational Technology to Problems of Practice
CEP 800: Psychology of Learning in School and Other Settings
CEP 815: Technology and Leadership
CEP 820: Teaching K-12 Students Online
CEP 822: Approaches to Educational Research

There is no subject area MTTC test required for the NP Endorsement, you simply fill out the paperwork which can be found by visiting http://www.educ.msu.edu/programs/forms/2009/AdditionalEndorsementApplication.pdf.
Applications for admission to the program are reviewed by faculty who look for indications of a high probability of success. Such indications include a high level of academic performance, experience with educational technology, and consistency of professional goals with the objectives of the program.

Students are admitted to the programs each year with the following application deadlines:

- Fall Semester - July 1
- Spring Semester - October 1
- Summer Semester - April 1

**US Degree Equivalency**

Admission to a program leading to a master’s or doctoral degree requires completion of a bachelor’s degree equivalent to a U.S. Bachelor’s degree, as well as high scholastic standing and suitable preparation for the intended field of study. Normally, Michigan State University does not accept three-year pass degrees, diplomas, certificates, or titles as U.S. bachelor’s degree equivalents.

**Minimum English Requirements**

International students whose first language is not English and who are admitted to Michigan State University with regular admission must meet one of the following language proficiency requirements. Students with acceptable academic credentials who do not meet language proficiency requirements may be admitted on provisional status. The following requirements pertain to undergraduate students only. Graduate applicants should consult MSU’s Graduate School for minimum English language requirements.

### Test of English as a Foreign Language (TOEFL)

- Paper-based test minimum 550, no subscore below 52
- Internet-based test minimum score of 80 with no subscore below 19 for reading, listening, and speaking and no writing subscore below 22

The applicant is required to submit both departmental and University application forms, a goal statement, three letters of recommendation from professors or employers and one set of official university transcripts.
PROGRAM REQUIREMENTS

**Requirements for the Master of Arts Degree in Educational Technology**

The program is available only under Plan B (without thesis). The student must complete a total of 30 credits distributed as follows:

1. Core Courses.

   All of the following courses (9 total credits):
   
   CEP  800  Psychology of Learning in School and Other Settings
   CEP  807  Proseminar in Educational Technology
   CEP  822  Approaches to Educational Research

2. Completion of a minimum of 21 credits of course work at the 800-level or above as approved by the student's academic adviser.

3. Final Evaluation

   Students are required to pass a final evaluation in the form of a presentation of a project involving the design of or research on technology based tools for supporting learning. The project will be evaluated by at least 2 MAET course instructors. Work presented must demonstrate the student's competence in using technology to support teaching and learning and for presenting work clearly and professionally. Students must be registered during the semester in which they complete this evaluation.
PROGRAM PATHS

Our program offers several paths to the Master's degree.

You may choose to start as a Lifelong Education Student with the Certificate in Educational Technology.

The Certificate Courses consist of:

CEP 810 Teaching for Understanding with Computer (3 credits)
CEP 811 Adapting Innovative Technologies to Education (3 credits)
CEP 812 Applying Educational Technology to Issues of Practice (3 credits)

These courses are offered online or on weekends on an accelerated basis during the school year at various locations throughout the state of Michigan (For current locations and additional information visit [http://edutech.msu.edu](http://edutech.msu.edu))

Students may choose to complete these courses as Lifelong Graduate students before entering the MAET program, at which point the courses will be transferred into the masters program as graduate credits.

The following pages outline several possible paths to the MAET Degree.

Before perusing the pages - keep the following questions in mind:

Are you an MSU College of Education Teacher Education Graduate? You may transfer in TE 803 & TE 804 anywhere you see "elective" in the following suggested program plans in the pages that follow.

Need the "reading course" to renew your Michigan teaching certificate? That course (TE 846) can be used as an elective in your program.

Have you completed a 3-credit graduate course for another accredited institution within the past 5 years? You may transfer that course in as one of your electives.

Your "academic clock" starts ticking with the first course you take or transfer into the program.
COMPLETELY ONLINE

We understand the needs of busy educators and offer our program completely online. Our instructors understand that the majority of our students are working and going to school at the same time. Our coursework is practitioner focused and the work you do in class is directly applicable to your professional lives. Our professors use a variety of delivery methods for their online courses and you will experience multiple modes of online learning.

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<th>STARTING IN FALL</th>
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<td>CEP 810</td>
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HYBRID OPTIONS

The hybrid version of the program combines the power of working together in a summer cohort with the flexibility of completing courses during the academic year. Participants come together for two weeks of face-to-face on-campus in East Lansing and then meet online to complete the summer experience.

Starting in FALL or SPRING
Financial aid route:

Fall or Spring semester complete online:
CEP 810
CEP 811

Beginning of summer semester complete online:
CEP 812

EAST LANSING Summer Hybrid
CEP 800
CEP 815
CEP 822

Fall online:
CEP 820
Elective

Spring online:
CEP 807
Elective

Starting FALL or SPRING
Non Financial aid route:

Fall and spring semester complete online:
CEP 810
CEP 811
CEP 812

EAST LANSING Summer Hybrid
CEP 800
CEP 815
CEP 822

Fall online:
CEP 820
Elective

Spring online:
CEP 807
Elective
Overseas you will earn the master's degree in Educational Technology from Michigan State University while staying in-residence at universities around the world. Studying overseas provides an opportunity for International Baccalaureate (IB), Department of Defense Dependent Schools (DoDDS), domestic and international school educators a chance to work, learn and collaborate in a face-to-face setting. Previous overseas program locations have included England, Thailand, Switzerland and France.

Between summer sessions you must take one online elective course - most students take CEP 820: Teaching K12 Students online.

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<th>Summer 1</th>
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ONLINE - elective
BEST OF ALL WORLDS OPTIONS

Want to blend online, face-to-face, hybrid and overseas? You can do that.

Complete the certificate **online** in Fall and Spring
- CEP 810
- CEP 811
- CEP 812

**Hybrid** East Lansing Cohort in Summer
- CEP 800
- CEP 815
- CEP 822

One **online** course during Fall/ Spring
- CEP 820

Summer **overseas**
- CEP 807
- CEP 817
- CEP 818

Complete the certificate in the summer **overseas**
- CEP 810
- CEP 811
- CEP 812

**Hybrid** East Lansing Cohort the following summer
- CEP 800
- CEP 815
- CEP 822

Complete rest of degree **online**
- Fall
  - CEP 820
  - Elective
- Spring
  - CEP 807
  - Elective

Start the certificate in our condensed Michigan summer cohort
- CEP 810
- CEP 811
- CEP 812

**Hybrid** East Lansing cohort the following summer
- CEP 800
- CEP 815
- CEP 822

One online Elective course
- Summer **overseas**
  - CEP 807
  - CEP 817
  - CEP 818
LEARNING, DESIGN AND TECHNOLOGY
(ALSO KNOWN AS CHOOSE YOUR OWN ADVENTURE)

Not a K12 teacher? OR are you a K12 teacher and not interested in pursuing the NP Endorsement? We will work with you to develop a set of 5 additional courses from across the university in your area of interest. You can join us for one of our intensive 9-credit summer programs in East Lansing or overseas or complete the entire degree online.

This concentration area is intended for educational professionals interested in the design and evaluation of technology-rich learning environments, including web-based and other mobile and multimedia tools.

Complete the following core MAET Courses:
CEP 800
CEP 822
CEP 818
CEP 820
CEP 807

After being admitted to the program, you will meet with your advisor to devise a program plan outlining your schedule of courses. Students typically complete the degree within a 2 year time period.
For the program’s required final evaluation, students prepare an online portfolio summarizing their work in the MAET program and present this work in a group setting. Portfolios and presentations will be evaluated by at least 2 MAET course instructors, including at least one MAET faculty. Work presented must demonstrate the student’s competence in using technology to support teaching and learning and for presenting work clearly and professionally.
PROGRAM POLICIES

ACADEMIC PERFORMANCE

The CEPSE (Counseling, Educational Psychology and Special Education Department) and the MAET program are committed to high academic standards and expect all students to excel in the program. Students must maintain a 3.00 cumulative grade-point average for all courses counting toward the MAET degree. Each student’s academic progress will be reviewed annually by the faculty advisor and the program director. Students who have not maintained the minimum grade-point average will be dismissed from the program. A written report of this review will be signed by the program director, with copies sent to the advisor and the student.

Graduate students have the right to inspect any of their own educational records, barring confidential letters of recommendation, including their official transcript. Students also shall have the right to inspect reports and evaluations of his or her academic performance. (GSSR 3.2.3) An MAET student may see the contents of his or her academic file by contacting the Program Manager, and may challenge the accuracy of the file by writing a letter to be included in the file.

Grades: A 3.0 cumulative grade-point average in the degree program is the minimum University standard. However, attainment of the minimum grade-point average is in itself an insufficient indicator of potential for success in other aspects of the program and the field. The grading system is as follows: 4.0, superior; 3.5, excellent; 3.0, good; 2.5, fair; 2.0 poor; 0/1.0/1.5, failure and in specific courses, P-N (Pass-No Grade). Once grades have been submitted in to the registrar’s office, they may only be changed by the course instructor through written application. A student whose semester grade point falls below a 3.0 receives a written warning indicating unsatisfactory academic performance.

Academic Provisional Status and Probation: At times, students are admitted to the program on “academic probation” due to concerns with their prior record, usually related to low entering grade-point average and/or test scores. The terms of admission on provisional status are stipulated in the students’ admission letter and are evaluated upon their completion. Students whose cumulative grade-point average falls below a 3.0 will be placed on academic probation the following semester. The student will work with her/his academic adviser to be restored to good standing. Students on academic probation should regularly meet with the academic adviser. Students shall have the right to appeal in accordance with the GSSR guidelines.

Deferred and Incomplete Grades

A student who, for compelling reasons, finds it necessary to postpone the submission of required course work may petition their instructor for the grade of Incomplete (I), Deferred (DF). A form for this request must be completed by the instructor of the course and contain all information requested, including a description of the work the student will complete and the due date, which cannot be later than the date specified in the academic calendar. The form must be signed by the student, instructor, and department chair (or designee). The last day to request an incomplete and submit the form is indicated in the academic calendar.

A DF-Deferred grade is reserved for graduate students who are passing a course but for reasons acceptable to their instructors cannot complete the course during the regularly scheduled course period. Students who request and receive a DF-Deferred grade marker must complete the course work, and instructors must report the grade, within six months (190 calendar days) after the last class day of the particular term of instruction. Students may request a six-month extension of this deadline.

If a student fails to complete the required work by the announced deadline, the DF-Deferred grade marker will automatically be changed to DF/U-Unfinished. To receive credit in the course, the student must reenroll in the course. This policy does not apply to thesis or dissertation courses. A DF/U does not affect a student's overall GPA.

In requesting a DF-Deferred grade marker, students must obtain from their instructors the assignments and or tests they are required to complete and the deadline(s) for submitting this course work to their instructors.

The initial DF-Deferred grade marker will remain on a student's transcript for the term of instruction for which it was issued, even after the student has completed and submitted the required work and the instructor has reported a student's final grade in the course. If for any reason an instructor issues a DF-Deferred to a student who did not request the grade marker, the student may request the grade marker be removed from his or her transcript. (con't)
If a student fails to submit the outstanding work to the registrar’s office by the specified due date, the grade will be converted to the alternate letter grade previously submitted by the instructor or a “0”. In special circumstances, the department chair has the authority to grant an extension for the submission of overdue work as long as it is acceptable to the instructor. This extension must be sent in writing.

REGULAR AND PROVISIONAL ADMISSIONS

Upon admission to a graduate program a student is classified in one of two categories, regular or provisional. Specific criteria for distinguishing between these categories are determined within each college for its own programs. In general, these criteria are:

Regular
Students who are considered to be fully qualified to undertake a program toward the graduate degree in Educational Technology

Provisional
Students of promise who have some remediable inadequacy of qualification such as a minor deficiency in subject matter preparation, for whom there is incomplete interpretation of available records, or non-native speakers whose records reflect some concern in oral or written communication. Such minor deficiencies typically require additional intense instruction in English (not counted towards degree requirements), or collateral work in Master of Arts in Educational Technology academic courses.

Readmission to Original Program

Graduate students whose enrollment at Michigan State University is interrupted for any reason so that they are not enrolled for three consecutive semesters, including the Summer Sessions, must apply for readmission. The Application for Readmission form is available in the Office of the Registrar and at www.reg.msu.edu. Students must submit this form to the MAET program secretary together with official transcripts of all work taken while not enrolled at Michigan State University, at least one month prior to the first day of registration for the semester in which the student expects to resume graduate studies. The application for readmission is approved first at the unit level and by the Department Chair. Those who have been separated from the program longer than two years may be subject to review by the Admissions Committee, in accordance with the MAET readmission policy.

The time limit policy for masters degree set by the Graduate School of Michigan State University is 5 years. The 5-year window begins with the date of the earliest credits in the degree program; this includes any transfer, Life Long or Graduate Certificate credits transferred into the degree program. Students who encounter events that make it difficult to complete the degree within 5 years can speak to their advisor about applying for a time extension. In general, extensions are considered for students who graduated from MSU’s 5th year Teacher Internship program and for students who take medical, maternity or paternity leave during the program.

STUDENT CONDUCT AND CONFLICT RESOLUTION

At some point during their graduate study, students may wish to register concerns, complaints, or grievances with the administration of the Program, Department, College, or University. Whenever possible, it is our hope to handle these concerns in an informal and timely manner. As soon as a question or concern is raised, the student should contact the Program Director and/or the Department Chairperson. Depending on the nature of the concern, the matter may be resolved through informal negotiation and contact with the involved parties. However, if the concern or complaint is of a more serious nature and/or the student is not satisfied with the resolution determined via these informal discussions and actions, the student may need to file a formal complaint with the Department. The Department Chair will decide whether or not the matter can be resolved at the Departmental level or if it needs to be brought to the attention of the Dean of the College of Education or the University Provost Office.

Students should consult the Graduate Students Rights and Responsibilities for guidance in determining the viability of a formal grievance. A copy of this document can be obtained from the Graduate School or the Ombudsman's Office and it can also be found on the web at http://www.msu.edu/unit/ombud/index.html. At any point during this process, students may contact the University Ombudsman's Office for advice, guidance or assistance regarding their concerns. (con't)
The Educational Technology Program desires to resolve conflicts in a manner agreeable to all parties whenever possible. The Graduate School provides information on conflict resolution to aid such efforts: http://www.msu.edu/user/gradschl/conflict.htm.

Should a conflict arise, the student should first attempt to resolve the conflict with the party or parties directly involved. Students should consider seeking the advice and support of their advisor or program manager in seeking to resolve conflicts. Should informal attempts fail to resolve the situation, the student may appeal to the department chair. Should the efforts of the department chair fail to resolve the situation, the student may seek the assistance of the University Ombudsman (http://www.msu.edu/unit/ombud/). The University has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities (GSRR, Article 5).

In case of a conflict involving the faculty advisor, the student may request that the department provide a change of advisor (see section IV of this Handbook).

Graduate students are expected to behave in a professional manner. Discussions of professional expectations including academic honesty, plagiarism, MSU policies can be found at the Office of the Ombudsman: http://www.msu.edu/unit/ombud/honestylinks.html

Acceptable Use of Computing Systems, Software, and Networks

Because the MAET program entails considerable use of computer technologies and resources—including online courses, varied software, and educational content in electronic formats—it is important for students to be familiar with MSU’s policy for Acceptable Use of Computing Systems, Software, and the University Digital Network. This policy provides guidelines on ethical and legal issues related to technology, as well as responsibilities of users.
The University offers many resources to support graduate students in their studies. The Educational Technology program encourages students to take advantage of the full range of resources available at MSU. Some examples are listed below.

MSU Library
http://www.lib.msu.edu/
http://www.lib.msu.edu/events/classes/

MSU Graduate School Resources
http://grad.msu.edu/current.htm
http://www.lib.msu.edu/events/classes/

Writing Center
http://writing.msu.edu/
http://writing.msu.edu/resources/online.php

Office of International Students and Scholars
http://www.isp.msu.edu/OISS/
http://www.isp.msu.edu/OISS/for_students/links/

English Language Center
http://www.elc.msu.edu/index.html

College of Education Information for Students
http://ed-web3.educ.msu.edu/infostu/

Learning Resources Center
http://www.msu.edu/-lrc/
http://www.msu.edu/-lrc/links.html

Center for Service-Learning and Civic Engagement
http://www.servicelearning.msu.edu/

Counseling Center
http://www.couns.msu.edu/

Career Development Center
http://www.csp.msu.edu/

MSU maintains a social media directory where you can connect to resources on Twitter, Facebook, YouTube, Flickr and LinkedIn
http://www.msu.edu/social/