

Master of Arts in Education Graduate Student Handbook

Updated September 2009



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I. Program Overview

The online Master of Arts degree in Education (<http://www.educ.msu.edu/onlineedu/>) is designed for experienced educators who are interested in enhancing their professional practice through online study of advanced professional knowledge related to teaching, learning, and leadership in P-16 schools. Through elective sequences of learning opportunities, the student may develop one or two concentrations that focus on selected areas such as special education, technology and learning, P-12 school and postsecondary leadership, literacy education, sport leadership and coaching, and science and mathematics education. The program has the following objectives:

- To provide quality, integrative learning opportunities that build on students' prior experiences;
- To promote innovative pedagogy that engages professional practitioners and scholars in a dynamic on-line learning community;
- To present learners with flexibility and choice to shape their learning experiences, pursue specific interests in-depth, and enhance their professional careers; and
- To involve students and faculty in ongoing formative and summative evaluation efforts to assess both learning outcomes and the value of the program.

These objectives are consonant with the overall instructional missions of the College of Education and the University while directed specifically to the requirements of a quality online program for experienced educational practitioners. The virtual format provides optimum flexibility for students regardless of their location, and the highly interactive nature of the course work promotes collegial engagement in inquiry and learning.

The online MAED is a planned program of study and will support your effort to update your teaching credentials. However, this program is not designed to provide State of Michigan endorsement nor initial teacher certification.

II. Program Components

The online MA program in Education is available only online and only under Plan B (without thesis). The online format provides optimum flexibility for students who wish to engage in inquiry and learning that will contribute to exemplary educational practice.

The Master of Arts in Education program is comprised of the following components: the required ED 800 Concepts of Educational Inquiry, a core issues course, areas of concentration, an elective, and ED 870 Capstone

seminar in lieu of a certifying exam. These components are explained in greater detail below.

Students may focus in-depth on two **areas of concentration**, or select one area for close examination and explore broadly across two or more other areas. This is covered in greater detail in the degree requirements section. Several areas of concentration drawing from strengths within and across departments in the College of Education are offered. They include special education, technology and learning, P-12 school and postsecondary leadership, literacy education, and science and mathematics education, and sports leadership and coaching.

The **Special Education Concentration** is designed for teachers seeking to gain expertise in working with students with special needs in the general education classroom. This concentration focuses on theory and issues relating to students with exceptional needs and techniques to build supportive learning environments for all learners in inclusive classrooms. Students will complete the following courses to fulfill this concentration.

- CEP 840 Teaching Exceptional Children & Youth in General Education Classrooms
- CEP 841 Classroom & Behavioral Management in the Inclusive Classroom
- CEP 842 Methods of Instruction in Inclusive Classrooms

Students interested in the Special Education Concentration may also be interested in related courses that may be taken as elective or core issues courses.

- CEP 802 Developing Positive Attitudes toward Learning
- CEP 832 Educating Students with Challenging Behavior
- CEP 874 Transition from School to Adult Life for Students with Disabilities
- CEP 882 Technology and Literacy for Students with Mild Disabilities
- CEP 883 Psychology of Classroom Discipline

The **Technology and Learning Concentration** prepares teachers, administrators, and other educational professionals for the thoughtful use of technologies to support teaching and learning in a range of educational environments. Coursework focuses on stimulating deeper understanding of the role of technology, as well as projects designed to enhance students' technology skills. Students are encouraged to select courses that are most relevant to their current position and future career goals. Students will choose three courses from the following list to fulfill this concentration.

- CEP 805 Learning Mathematics with Technology
- CEP 806 Learning Science with Technology

- CEP 813 Electronic Portfolios in Teaching & Learning
- CEP 815 Technology and Leadership
- CEP 816 Technology, Teaching & Learning Across the Curriculum
- CEP 817 Learning Technology through Design
- CEP 818 Creativity in Teaching and Learning

Students may take additional courses from these courses, as well as electives from any other courses in the online master's program that are consistent with their goal statement and objectives.

The **P-12 School and Postsecondary Leadership Concentration** enhances educational and leadership skills of those currently working in schools or higher and adult education settings. It emphasizes experiences that aim to promote depth and breadth of knowledge, skills, and dispositions in P-12 education and higher and adult education leadership. Students will choose three courses from the following list to fulfill this concentration. It is strongly suggested that students consider taking additional course work in this area in order to deepen their knowledge of school or postsecondary leadership.

Note: This concentration area is not designed to meet your local/state school administrative certification requirements.

- EAD 801 Leadership & Organizational Development
- EAD 845 Teaching, Learning, & School Restructuring
- EAD 850 Issues & Strategies in Multicultural Education
- EAD 860 Concept of a Learning Society
- EAD 861 Adult Learning
- EAD 863 Training & Professional Development
- EAD 864 Adult Career Development
- EAD 866 Teaching in Postsecondary Education
- EAD 867 Case Studies in Educational Leadership
- EAD 876 Budgeting and Finance in Higher Education
- EAD 882 Shared Leadership in Schools
- EAD 882 Urban School Leaders as Reflective Practitioners

The **Literacy Education Concentration** focuses on reading, writing, listening and speaking-- central concerns in elementary and secondary schooling. This concentration is comprised of three required courses, which cover various components of literacy learning and provide innovative examples of different aspects of the teaching of literacy. Students will complete three of the following courses to fulfill this concentration.

- TE 836 Awards & Classics of Children's Literature
- TE 843 Reading, Writing and Reasoning in Secondary School Subjects
- TE 846 Accommodating Differences in Literacy Learners
- TE 847 Advanced Methods for Teaching Lang Arts

- TE 848 Methods of Writing Instruction
- TE 891 Children's Literature and Film
- TE 891 Teaching Discussion Through Literature in the Middle Grades

The **Science and Mathematics Education Concentration** is designed to help practicing K-12 teachers enrich the knowledge and skills needed to improve student learning in these two academic areas. The five courses in this concentration expand and update teachers' background by introducing recent research on approaches to teaching and learning in math and science. The courses also utilize teachers' experiences by providing structured opportunities to implement new practices in their classrooms and reflect on the outcomes. Students will choose three courses from the following list to fulfill this concentration.

- TE 831 Teaching Subject Matter with Technology
- TE 855 Teaching School Mathematics
- TE 861A Teaching Science for Understanding
- TE 861B Inquiry, Nature of Science and Science Teaching
- TE 861C Action Research in K-12 Science and Mathematics Classrooms

The **Sport Leadership and Coaching Concentration** is designed for individuals working or desiring to work in school, university and community sports programs. It offers the opportunity to enhance one's understanding of key issues involved in educational athletics and to further develop one's leadership and coaching skills. The program consists of 3-semester hour courses that address legal, administrative, policy, leadership, psychological, sociological, and physical issues as they relate to the coaching and leadership of amateur athletics. Coursework focuses on the development of in-depth knowledge in the social, psychological and biological sciences that are essential for coaches and administrators to conduct positive and safe sport programs for youth and student-athletes. Students are encouraged to select courses that are most relevant to their current position and future career goals. Students will choose three courses from the following list of four courses to fulfill this concentration.

- KIN 854 Sport Law for Administrators and Coaches
- KIN 855 Psychosocial Bases of Coaching Athletes
- KIN 856 Physical Bases of Coaching Athletes
- KIN 857/940 Promoting Positive Youth Development through Sport

Elective courses are advisor approved and non-required courses. They may be chosen from other courses not selected for the student's concentration area(s) or up to nine transfer credits completed prior to the student's admission to the MAED:

Goals and Purposes of the Online Portfolio

Program coherence, impact, and completion assessments are demonstrated through the public exhibition and faculty/peer assessment of an online portfolio begun during the first course and finalized in the capstone/synthesis course by each graduating student. The portfolio is the primary vehicle for formative and summative evaluation of student learning. The organization of the portfolio is patterned after the increasingly widespread use of portfolios in a variety of professions (see, for example, www.nbpts.org/nbpts/seeking/portfolio.html). All students are encouraged to design their portfolios not merely to meet the requirements of the program but as a tool for their continuing professional growth.

The quality and substance of the master's portfolio is evaluated through a rubric designed to provide students with a clear understanding of the required and recommended elements. The portfolio is an authentic task for students, focusing on work that enhances their professional development, educational practice, and career aspirations. The portfolio process provides a supportive structure that enables students to demonstrate their perceptions of the coherence of their program. Displaying their work in progress in a public fashion invites dialogue between the student and faculty aimed at enhancing that coherence. Such public displays also stimulate dialogue among students, encouraging them to be active members of a community of learners, all of whom are working to construct a coherent program of study. Finally, the program emphasizes educational outcomes for students and places the burden on faculty for sharing responsibility with students to determine the appropriate characteristics of on-line learning that differ dramatically from such things as seat time and attendance as minimal marks of participation in conventional classroom settings.

III. Degree Requirements and Admissions Procedures

Degree Requirements

The requirements for the online program must be completed within five years. In order to meet the requirements of the University and of the College of Education, students must complete all requirements specified below.

Students must complete a total of 30 credits approved by the student's academic advisor, and distributed as follows:

1. Completion of ED 800 Concepts of Educational Inquiry. ED 800 should be taken toward the beginning of the program.

2. Completion of ED 870 Capstone/Synthesis course including the completion and exhibition of an online portfolio. Students must complete 80% of the program prior to enrolling in ED 870.
3. One Core Issues course. Core Issues courses can be:
 - a) Found in the Other Courses section of the Courses page of the MAED website or
 - b) A course that is outside of a student's primary concentration area.
4. Completion of 9 credits (minimum) in one of seven areas of concentration: Special Education, Technology and Learning, P-12 and Postsecondary School Leadership, Literacy Education, Sport Leadership and Coaching, and Science and Mathematics Education.
5. Completion of a minimum of 9 additional credits in a second area of concentration, in areas approved by the student's academic advisor, or transfer credits with advisor approval.
6. A minimum of 3 credits in electives approved by the student's academic advisor.
7. All course work, including prior transfer and MSU lifelong education courses, must be no older than five years at the time of graduation.
8. Once accepted into the program, only online MSU courses can be used toward the MAED degree.

Admission Procedures

Applications for admission to the online Master of Arts degree in Education program are reviewed by a committee of faculty members who look for evidence of preparation for advanced professional study at the master's level and the likelihood of academic success, as indicated by an applicant's educational record, work experience, statement of professional goals, and letters of recommendation from persons familiar with the applicant's academic and professional experience and potential.

Basic Requirements to be Considered for Admission

Applicants must possess a U.S. bachelor's degree or its equivalent from an accredited institution with a minimum 3.0 overall grade point average. All other materials required for application are considered by a committee of faculty members.

Provisional Acceptance to the Program

The College reserves the right to make a provisional acceptance to the program in the case of any student whom they perceive has deficiencies that preclude an outright acceptance decision, but which are not so great that rejection would be the appropriate admissions decision. At the time of provisional acceptance, the manner in which the student can meet the provisions will be clearly outlined. Applicants who do not make the 3.0 overall grade point average requirements may be considered for provisional

admittance.

Required Application Materials

To Apply You Need to:

1. Complete the MSU Application for Graduate Study. The application can be found at <http://grad.msu.edu/apply/online.aspx>. The Graduate Study Major code to be used on the application is 2294.
2. Submit one official copy of your transcript from all degree granting institutions that you have attended. This copy must be "official" in the sense that they are sent directly by the institutions to the Admission Coordinator at MSU with a university seal or other notarization mark. Colleges and universities generally require both fees and time to process requests for transcripts. Be sure to send the required fee with your request.

International applicants must have one official copy of their diplomas, mark sheets, transcripts and certificates sent directly to Admission Coordinator at MSU from each institution the student attended. These records must show courses taken and grades earned, and they must be translated into English if the original records are in another language. If a translation is supplied, it should be certified as accurate and correct by an appropriate public or school official, or sponsoring agency or government agency. When matriculating in the online MA overseas, no US Visa or proof of financial guarantee is required of applicants.

3. Request **three letters** of recommendation from persons who are familiar with your academic and professional accomplishments and potential for success. At least one letter must be from a former professor, academic advisor or other individual familiar with your academic background and abilities. The recommendations should be sent by your references, and your name should appear in the subject line. It is not necessary to use the Recommendation for Admission form found in the Application for Graduate Study.
4. Prepare a Vita or Resume in a standard format.
5. Write a professional goals statement. You should submit a statement, not to exceed 750 words, that describes the following:
 - o Your professional goals and how you believe pursuing this master's degree will help you achieve them.
 - o An explanation for your choice of a concentration area.
 - o Finally, while no prior experience with online learning is required for admission, you should provide a description of how this learning format fits your goals and characteristics as a learner.

NOTE: Please be sure you save this Goal Statement electronically for use later in your MA program.

International Applicants

As stated in Academic Programs

(<http://reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s336>), all international applicants and applicants whose first language is not English must be able to be proficient in English as a condition for regular admission to MSU. Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards on any one of the following tests:

- Test of English as a Foreign Language (TOEFL). A total score of 550 with no subscores below 52 (paper version), or 213 with no subscore below 19 (computer-based version) or 80 with no subscore below 19 (22 for writing section) (internet-based version) is required. The official report must be received by the Office of Admissions directly from Educational Testing Service.
- Michigan English Language Assessment Battery (MELAB) (Testing and Certification Division, The English Language Institute, The University of Michigan, Ann Arbor, Michigan 48109 USA). An average score of 83 or higher with no subscores below 80 is required. The official report must be received by the Office of Admissions directly from Educational Testing Service.
- International English Language Testing System (IELTS). A score of at least 6.5 is required. The official report must be received by the Office of Admissions directly from IELTS.
- Michigan State University English Language Test (English Language Center [ELC], Michigan State University, East Lansing, Michigan, 48824-1035, USA). An average score of 80 to 85 with no subscores below 80, or a minimum average score of 85 with no subscores below 78 is required.

Applicants should have all test scores sent from the testing agency directly to Michigan State University; Office of Admissions; 250 Administration Building; East Lansing, MI 48824.

All of the above tests must have been taken within two years of a student's application. Achieving an acceptable score on one of these tests does not, by itself, guarantee an applicant's admission to the program. The GRE (Graduate Record Exam) or Miller's Analogy is not required for application but may be used as supporting materials if available.

Optional Supporting Materials

You should know that we expect to learn much about you from the required application materials. However, if you wish, you may submit up to two (2) additional pieces of evidence that you believe will help the admissions committee understand your unique strengths or promise as a graduate student in this program. Examples of additional materials include:

- Recent Graduate Record Examination scores
- Sample of expository or creative writing, or visual artifact which conveys something important about you
- Example of your prior work in educational technology (e.g., web site)

Application Submission Checklist

Application materials should be sent to:

Admission Coordinator
Michigan State University
Academic Outreach Programs
253 Erickson Hall
East Lansing, MI 48824-1034
Fax: (517) 432-2352
Email: onlineed@msu.edu

- One official copy of transcript(s)
- Three letters of recommendation
- Vita/Resume
- Professional goal statement
- Optional supporting materials

Note: All of the above items (with the exception of the official transcript) may be submitted by e-mail or fax. If letters of recommendation are sent by e-mail or fax, the originals should also be mailed.

Application Deadlines

May 1 for Fall Semester Admission
September 1 for Spring Semester Admission
February 1 for Summer Semester Admission

Transfer Credit

For courses to transfer:

- A grade of 3.0 or better must have been earned
- The course(s) must be graduate level
- The course(s) may not have been used towards another degree

- The course(s) must be no older than five years at the time of graduation
- The course must meet degree requirements as approved by the MAED advisor
- The course must be from another similarly accredited institution
- The course must be taken prior to admission to the MAED program

Transfer credits are evaluated by your academic advisor after you have been admitted to the program. To begin this process, send a copy of the course description, syllabus, and an official transcript to:

M. A. in Education Program
 Michigan State University
 Office of Academic Outreach Programs
 253 Erickson Hall
 East Lansing, MI 48824

IV. Advisement

As stated in the Guidelines for Graduate Student Advising and Mentoring Relationships, graduate education, research, and creative activities take place within a community of scholars where constructive relationships between graduate students and their advisors and mentors are essential for the promotion of excellence in graduate education and for adherence to the highest standards of scholarship, ethics, and professional integrity. The effective advising and mentoring of graduate students is the joint responsibility of the graduate degree-granting and program units, the faculty advisors, and the students.

Upon admission to the MAED program, students are assigned an academic advisor. Students are expected to consult with their advisor via e-mail to complete their program plans, request transfer credit approval, select courses, and discuss matters related to program, College, and University policies. To ensure that courses taken satisfy program requirements, students should submit their program plan to their advisor as soon as possible after entry into the program.

V. Policy on Academic Performance

According to University policy, the minimum grade for credit to be awarded at the graduate level is 2.0. In addition, students are expected to maintain a minimum 3.0 cumulative grade-point average or above to continue matriculation in the Master of Arts in Education program. If a student's

cumulative grade point average falls below 3.0, the student will be designated as being on *academic probation*. Any student so designated will be required to discuss his/her circumstances with his/her advisor and to develop a plan to address his/her academic problems. The university will remove the student from probation when his/her cumulative average rises to 3.0 or above.

Students must earn a grade of 3.0 or higher in all courses in their primary concentration for the courses to count toward their primary concentration. In addition, a grade of 3.0 or higher must be earned in ED 800 and ED 870 for these courses to count toward the degree.

Attainment of the minimum GPA is in itself an insufficient indicator of potential for success in the program and beyond in educational settings. The advisor and the Assistant Dean for Academic Outreach Programs are jointly responsible for evaluating a student's academic progress. Written evaluations are communicated to the student at least once a year by the advisor, and a copy of such evaluations are placed in the student's file. The annual evaluation should be viewed as a positive occasion to foster student/advisor dialogue and to help students think through where they've been during the year, where they're going next, and what they need to get there. The process of student evaluation should permit considerable advisor latitude and professional judgment rather than require extensive College rules and regulations. The minimum academic standards and resulting consequences are provided for the rare cases in which standards may not be met. In such cases, the policy is designed to assure equitable consequences for all students. A student whose performance does not meet the standards of quality will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the college.

Once a year, students should complete and submit an updated version of their Program Planning form (available on the MAED website) to their academic advisor. Written evaluations will then be communicated via e-mail to the student by the advisor and a copy of such evaluations will be placed in the student's file. Graduate students who wish to appeal any part of the faculty advisor's evaluation may do so in writing to the chair/director of the academic unit or the director of graduate studies, and this appeal will be filed together with the annual progress report.

Delayed Enrollment

Students must notify the Admissions Coordinator of their decision to defer their enrollment. According to University policy, (<http://reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s327>), if a person files an application for admission to a graduate program for a specific semester and is accepted but does not enroll for that semester, that person may renew his or her application within a period of one year. If after one

year that person still has not registered at Michigan State, that person must file a new application for admission.

Readmission

According to University policy, (<http://reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s331>) graduate students whose enrollment at Michigan State University is interrupted for any reason so that they have not been enrolled for three consecutive semesters, including the Summer Sessions, must apply for readmission via the Web at <http://www.reg.msu.edu/StuForms/ReAdmission/Readmission.asp> at least one month prior to the first day of registration for the semester in which the student expects to resume graduate studies.

VI. Policy on Student Files

The student file consists of application materials, copies of forms that pertain to the program, grades, and evaluations. Students have the right to access their educational records (GSRR3.2.3). Students wishing to access their educational records should make the request to the Assistant Dean for Academic Outreach Programs, who will then schedule an appointment when the students can review the documents. This review will be monitored by a member of the College's staff.

VII. Student Conduct and Conflict Resolution

Students are expected to follow University requirements for academic integrity. Students are further expected to conduct themselves in appropriate ways, intellectually, professionally, and socially, by adhering to acceptable standards for graduate student participation in online programs. According to the MSU Privacy Statement, "MSU expects that you will respect the rights of faculty and other students as you participate in the educational process. Participating in an ANGEL course means that you may have access to personal information and academic work produced by other students and faculty members, such as discussion board postings, drafts of papers and other work produced in the course. Academic norms and MSU policy require that you must not reveal any information about classmates, course work content, or its authors to anyone outside the course."

Students should be aware that their use of ANGEL materials and communication tools in a particular course may be observed and recorded by the instructor of that course. These observations and records may include a student's access to online library materials linked through the ANGEL course

website. Use of these observations and records must conform to the use and release of confidential student records as described in MSU's Guidelines Governing Privacy and Release of Student Records.

Additional information about student rights under the Family Educational Rights and Privacy Act (FERPA) can be found at <http://reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.asp>.

Occasionally, a student may wish to register concerns, complaints, or grievances with the administration of the Program, College, or University. Whenever possible, we hope to handle these concerns in an informal and timely manner. In the event of a concern, the student should contact the Assistant Dean for Academic Outreach Program. The matter may then be resolved through informal negotiation and contact with the involved parties. However, if the concern is of a more serious nature and the student is not satisfied with the resolution determined through this process, the student may wish to file a formal complaint with the Associate Dean for Student Affairs. The matter will then be handled through the Associate Dean's office or referred to the Dean of the College of Education or the University Provost's Office.

Students should consult the Graduate Students Rights and Responsibilities (GSRR), for guidance in determining the viability of a formal grievance. At any point during this process, students may contact the University Ombudsman's Office for advice or assistance. As stated in the Spartan Life Handbook, "The University Ombudsman is an official, chosen from among senior faculty, to whom students at all levels may appeal for assistance in resolving complaints involving academic or non-academic matters. The Ombudsman has broad powers of investigation, including direct and ready access to University officers, faculty and official records. Operating in a confidential, independent and neutral manner, the Ombudsman assesses the validity of each complaint, advises on possible remedies, and, where indicated, actively assists students in resolving their disputes. The Ombudsman also assists students in requesting formal academic grievance hearings in situations where students remain dissatisfied with suggested resolutions. Contact at: 129 N. Kedzie Hall, 353-8830, www.msu.edu/unit/ombud, ombud@msu.edu."

Dismissal Policy

As stated in the Spartan Life Handbook, "Academic honesty is central to the educational process and acts of academic dishonesty are serious offences within the University community. Suspension from the University could be the consequence for acts of academic dishonesty. Students should be familiar with G.S.S 1.00 on Scholarship and Grades, and with the all-University policy on Integrity of Scholarship and Grades...In addition, it is

important that students clearly understand the specific expectations of their individual instructors with regard to this important matter. The process for adjudicating cases of academic dishonesty is outlined in Section 2.4 of Academic Freedom for Students at Michigan State University."

The following are examples of reasons that a student may be dismissed from the program: violations of academic integrity guidelines, academic deficiencies, misconduct, felony convictions, violations of professional standards, and falsification of admission and academic records.

If a student is on probationary status and his or her cumulative grade point average does not rise to 3.0 or above within one year or nine additional credits, he/she will be subject to dismissal. Students who fail to meet the provisional requirements will be dismissed from the program.

VIII. University Resources

General Websites:

Academic Calendar: <http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp>

Academic Programs: <http://www.reg.msu.edu/AcademicPrograms/>

College of Education: www.educ.msu.edu

Counsel of Graduate Students: <http://cogs.msu.edu/>

Graduate School: <http://grad.msu.edu/>

Master of Arts in Education: www.educ.msu.edu/onlineed

MSU: www.msu.edu

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

Michigan State University Libraries: www2.lib.msu.edu/

Office of the Ombudsman: <https://www.msu.edu/unit/ombud/>

Resource Center for Persons with Disabilities: www.rcpd.msu.edu/

Useful General Documents:

Academic Freedom for Students at Michigan State University
<http://www.vps.msu.edu/SpLife/acfree.htm>

Graduate Students Rights and Responsibilities (GSRR):
<http://vps.msu.edu/SpLife/default.pdf>

Guidelines for Graduate Student Advising and Mentoring Relationships:
<http://grad.msu.edu/ric/docs/ris04relations.pdf>

Spartan Life Handbook:
<http://www.vps.msu.edu/SpLife/default.pdf>

Other Websites Useful Following Admission to the Program:

Setting up your MSU e-mail account:
Follow the "Activate your NETID instructions at www.mail.msu.edu.

Accessing an online course after enrollment in the program:
Please know that you will not be able to access your class(es) prior to the first day of class. At that time, go to www.angel.msu.edu and enter your MSUNetID and password.

Student Information: <http://stuinfo.msu.edu>

Applying for Graduation

By the first week of the semester you expect to complete your degree requirements, complete the Application for Graduation at www.reg.msu.edu/StuForms/GradApp/GradApp.asp. If you will complete your degree requirements during Summer, apply for Summer by the first week of Spring semester.

Technical Support

All courses for the MA in Education program are administered through Michigan State University's Virtual University and are delivered via ANGEL, the course delivery system. Please go to www.vu.msu.edu and check "Basic Equipment" and "Help and Support" for information related to questions about technical needs and the support VU provides to students. You will also find help and support within ANGEL at www.angel.msu.edu.

MSU E-mail Use Policy

According to University policy, a student's MSU e-mail account is the only e-mail address that the University will centrally maintain for sending official communications to students, and the only e-mail address that the University will use for sending official communications to students after they enroll. However, MSU's e-mail service provides an e-mail forwarding function that can be used to auto-forward all incoming e-mails, including those tagged as spam, to another service or account. For information on how to do this,

please visit Academic Technology Services FAQ page at <http://techbase.msu.edu/article.asp?id=10902#s50335>.