

**Master of Arts in Education  
(MAED)  
Graduate Student Handbook**

**MICHIGAN STATE**  

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**U N I V E R S I T Y**

College of Education

Updated December 2017

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## I. Program Overview

The online Master of Arts degree in Education (MAED) is designed for educators who are interested in enhancing their professional practice through online study of advanced professional knowledge related to teaching, learning, and leadership in P-12 schools and postsecondary contexts (e.g. community colleges, universities, community centers, the workplace). 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 coaching and leadership, and science and mathematics education.

Learning Outcomes:

The MAED will enrich and extend students' capabilities to:

- Construct more effective documents and presentations
- Achieve improved outcomes in their work
- Conduct inquiry, evaluation or research
- Evaluate the legitimacy and quality of research and policy in their field
- Design, manage, and support group projects and processes
- Apply new technologies
- Access digital environments for ideas, information and resources
- Use digital tools for communication, collaboration, and presentation
- Learn through digital information delivery and interactions (i.e. wikis, podcasts, webinars, other formats)
- Exercise leadership
- Advance to new levels of professional practice and responsibility
- Professionally develop
- Introduce new ideas, programs, or practices into their work place

The online MAED is a planned program of study and can be used to support your effort to update, maintain, or advance your teaching credentials. *However, this program does not lead to a State of Michigan endorsement or initial teacher certification.*

The College of Education has not determined whether the Masters of Education (MAED) online program satisfies licensure, endorsement, or certification requirements in all states. Licensure and certification is regulated individually by states and no two are exactly alike. Some states have different levels of licensure and/or certification requirements. For example, in Michigan, the MAED online program alone does not lead to State of Michigan endorsement or initial teacher certification. Students who wish to use this program for renewal, endorsement, or certification in their home state should contact their bachelor's certification institution or their home state department of education for applicable requirements, rules, and regulations of their home state. Students are responsible for determining whether the MAED online program will meet their home states' requirements for certification, licensure, or otherwise advancing a student's teaching credentials. Contact MSU's Online MAED academic advisor with questions or, for state department of education contact information, please visit <http://www2.ed.gov/about/contacts/state/index.html>.

Michigan teachers who intend to use the MAED to meet requirements for the Professional Certificate will need to take TE 846 to satisfy the reading requirement for the Professional Certificate.

The MAED website can be found at <http://education.msu.edu/maed/>

## 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 MAED 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 MAED is a regular MSU M.A. program, meets all MSU requirements for Master's level study, and carries a regular diploma. The title of the degree is "Master of Arts in Education." There is no reference made to online delivery. A student's primary concentration area will be noted on their transcript when the requirements for the degree have been completed. MSU and its academic programs are accredited by the North Central Association of Colleges and Schools.

The **Special Education Concentration** is designed for educators who want to know more about working with students with mild disabilities in K-12 schools. This concentration focuses on policies and practices that will help students with learning and behavioral difficulties succeed in the general education classroom. You can choose three courses from the following list. You are encouraged to select courses that are most relevant to your current position and future career goals. If you have no prior experience in special education, you should start the concentration by taking CEP 840.

- CEP 801A Collaboration and Consultation in Special Education
- CEP 804A\* Literacy Instruction for Students with Mild Disabilities
- CEP 840 Policies, Practices, and Perspectives in Special Education
- CEP 841 Classroom & Behavior Management in the Inclusive Classroom
- CEP 842\*\* Content Area Instruction for Students with Mild Disabilities
- CEP 843\*\*\* Autism Spectrum Disorders: Characteristics and Educational Implications
- CEP 850\*\* Technology and Literacy for Students with Mild Disabilities
- CEP 866 Psychoeducational Interventions for Children and Youth

\*Students should have a background in special education before enrolling for this course.  
\*\*It is recommended, but not required, that students take CEP 840 prior to CEP 842 or CEP 850.  
\*\*\*MSU students need to have access to a student with ASD in order to complete required coursework.

*Note: This concentration area is not designed to meet special education endorsement requirements.*

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 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 813 Electronic Assessment for Teaching and 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  
CEP 820 Teaching Students Online

Students may take more than three of the courses listed above, as well as electives from any other courses in the online master's program that are consistent with their goal statement and objectives. Advisor approval is required.

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.

EAD 801 Leadership & Organizational Development  
EAD 822 Engaging Diverse Students and Families  
EAD 830 Issues in Urban Education: Racial Achievement Gap  
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 870 Foundations of Postsecondary Education
- EAD 876 Budgeting and Finance in Higher Education
- EAD 877 Program Planning and Evaluation in Postsecondary Contexts

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

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 838 Children's Literature in Film
- TE 842 Elementary Reading Assessment and Instruction
- TE 843 Secondary Reading Assessment and Instruction
- TE 845 Language Diversity and Literacy Instruction Assessment
- TE 846\* Accommodating Differences in Literacy Learners
- TE 848 Writing Assessment and Instruction
- TE 849 Methods and Materials for Teaching Children's and Adolescent Literature
- TE 850 Critical Reading for Children and Adolescents

\*This course is required for all Michigan teachers who apply for the Professional Certificate after July 1, 2009.

The **Science and Mathematics Education Concentration** is designed to help practicing educators enrich the knowledge and skills needed to improve student learning in these two academic areas. The five courses in this concentration are designed to expand and update teachers' knowledge and practices by introducing recent research on approaches to teaching and learning in mathematics 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

\*Note that it is not necessary to take these courses sequentially.

The **Sport Coaching and Leadership Concentration** is designed for individuals who work (or

plan to work) in school, university, or community sports programs. This concentration focuses on the psychological, sociological, physical, legal, administrative, leadership, and ethical issues involved with coaching and leadership in amateur athletics. Coursework provides essential knowledge that will enable coaches and administrators to deliver 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 who successfully complete this concentration area will qualify for the Graduate Certificate in Coaching and Leadership. More information about this certificate can be found at <https://reg.msu.edu/academicprograms/ProgramDetail.aspx?Program=6768>.

To fulfill this concentration, students must complete 9 credits from the following courses:

1. One of the following courses for the Psychosocial Competency (3 credits):

KIN 855	Psychosocial Bases of Coaching Athletes	3
KIN 857	Promoting Positive Youth Development through Sport	3
KIN 865	Stages of Athlete Development	3

2. One of the following courses for the Physical Competency (3 credits)

KIN 856	Physical Bases of Coaching Athletes	3
KIN 868	Skill Development in Athletes	3

3. One of the following courses for the Legal/Safety Competency (3 credits)

KIN 829	Safety and Injury Control	3
KIN 854	Legal and Administrative Issues	3

## Graduate Certificates

### Graduate Certificate in Teaching and Learning in Postsecondary Education

It is possible to receive a Graduate Certificate in Teaching and Learning by completing certain courses in the P-12 School and Postsecondary Leadership concentration. For complete information on this certificate option, please visit the Graduate Certificate in Teaching and Learning website at <http://education.msu.edu/ead/HALE/certificate/>.

### Graduate Certificate in Sport Coaching and Leadership

This is a type II transcriptable certificate that may be completed as a stand-alone program, or as part of a Masters degree program. Interested students should contact Dr. Andy Driska (driska@msu.edu; 517-432-8399) in the Department of Kinesiology. Certificate information is also provided at <https://reg.msu.edu/academicprograms/ProgramDetail.aspx?Program=6768>.

### Graduate Certificate in Educational Technology

It is possible to receive a Graduate Certificate in Educational Technology by completing CEP 810, CEP 811, and CEP 812. For complete information on this certificate option, please visit the Educational Technology website at <http://edutech.msu.edu/programs/certificate/certificate-in-educational-technology/>.

### **Graduate Certificate in Online Teaching and Learning**

Starting in Fall 2013 it is possible to receive a Graduate Certificate in Online Teaching and Learning by completing CEP 813, CEP 817, and CEP 820. For complete information on this certificate option, please visit the Educational Technology website at <http://edutech.msu.edu/programs/certificate/online-teaching-and-learning/>.

**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, [http://en.wikipedia.org/wiki/National\\_Board\\_for\\_Professional\\_Teaching\\_Standards](http://en.wikipedia.org/wiki/National_Board_for_Professional_Teaching_Standards)). 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**

### **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.

The program is available only online and only under Plan B (without thesis). The student must complete a total of 30 credits approved by the MAED academic advisor distributed as follows:

1. Both of the following courses (6 credits):



- |        |                                 |   |
|--------|---------------------------------|---|
| ED 800 | Concepts of Educational Inquiry | 3 |
| ED 870 | Capstone Seminar                | 3 |
2. Complete a 3-credit Issues course which must be outside the student's primary concentration area and approved by the MAED academic advisor.
  3. Complete one concentration area as approved by the MAED advisor (9-21 credits). Concentrations are available in Literacy Education, P-12 School and Postsecondary Leadership, Science and Mathematics Education, Special Education, Sport Coaching and Leadership, or Technology and Learning.
  4. Additional credits in courses approved by the MAED advisor to complete the 30 credit minimum. Students are able to pursue a second concentration area with a 9-credit minimum or utilize prior applicable course work at MSU or another institution, pending advisor approval.
  5. Successful completion and exhibition of an online portfolio.

#### **IV. Admissions Procedures**

Applications for admission to the online MAED 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.

The GRE (Graduate Record Exam) or Miller's Analogy is not required for application but may be used as supporting materials if available.

##### **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.

Students whose resident address is in Kentucky are not eligible to apply to the MAED. For a map showing up-to-date authorization by state, please visit [www.esp.msu.edu/ProgressReport.pdf](http://www.esp.msu.edu/ProgressReport.pdf). For a state-by-state summary, please visit [www.esp.msu.edu/StateSummary.pdf](http://www.esp.msu.edu/StateSummary.pdf).

##### **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.

## Domestic Applicants

1. Complete the **MSU Application for Graduate Study**. The application can be found here.
  - The Major Preference code for the MAED is 2294.
  - It is not necessary to complete the personal or academic statement in the MSU Application for Graduate Study.
  - It is not necessary to use the Recommendation for Admission form found in the Application for Graduate Study.
  - Pay the \$65 application fee.
  - You will then receive an e-mail with a link to the GEA portal. The portal will allow you to upload and track your application materials. If you cannot submit the required materials in PDF format or have questions please contact the MAED Admissions Coordinator at [onlineed@msu.edu](mailto:onlineed@msu.edu) and (517) 355-1825.
2. Complete the following steps in the **Graduate Education Application portal**:

### Letters of Recommendation

Provide contact information for three 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 field instructor. If possible, the other two letters should be from current or past superiors. Letters from friends or colleagues will not be considered. The letters must be current and specifically for the MAED. Letters previously used for other purposes cannot be accepted.

- **VITA or Resume**  
Be sure to submit this as a **PDF**.
- **Professional Goal Statement**  
Be sure to submit this as a **PDF**. The statement, should not exceed 750 words (but no less than 500 words) and explain the following:
  - a) Your professional goals and how you believe pursuing this master's degree will help you achieve them.
  - b) Your choice of concentration area. Please provide a rationale for your choice.
  - c) Finally, while no prior experience with online learning is required for admission, you should explain how this learning format fits your goals and characteristics as a learner.

**Note:** Be sure to save your professional goals statement electronically for use in ED 870, the Capstone course for the program.

3. Request the registrar of each college or university attended to send one copy of each **official transcript**. We cannot accept transcripts sent by applicants. Transcripts of work taken at MSU need not be requested. Colleges and universities generally require both fees and time to process requests for transcripts. To be considered "official" the transcripts must have a

university seal or notarization mark and be sent directly by the institution to the following address:

MAED Admission Coordinator  
Michigan State University  
Online Master of Arts in Education  
Erickson Hall  
620 Farm Lane, Room 215  
East Lansing, MI 48824

Examples of optional supporting application materials can be found at the bottom of this section.

### **International Applicants**

When matriculating in the MEAD overseas, no U.S. Visa or statement of financial proof is required of applicants.

1. Complete the **MSU Application for Graduate Study**. The application can be found here.
  - The Major Preference code for the MAED is 2294.
  - It is not necessary to complete the personal or academic statement in the MSU Application for Graduate Study.
  - It is not necessary to use the Recommendation for Admission form found in the Application for Graduate Study.
  - Pay the \$75 application fee.
  - You will then receive an e-mail with a link to the GEA portal. If you cannot submit the required materials in PDF format or have questions please contact the MAED Admissions Coordinator at [onlineed@msu.edu](mailto:onlineed@msu.edu) and (517) 355-1825.
  
2. Complete the following steps in the **Graduate Education Application portal**:
  - **Letters of Recommendation**  
Provide contact information for three 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 field instructor. If possible, the other two letters should be from current or past superiors. Letters from friends or colleagues will not be considered. The letters must be current and specifically for the MAED. Letters previously used for other purposes cannot be accepted.
  
  - **VITA or Resume**  
Be sure to submit this as a **PDF**.
  
  - **Professional Goal Statement**  
Be sure to submit this as a **PDF**. The statement, should not exceed 750 words (but no less than 500 words) and explain the following:

- a) Your professional goals and how you believe pursuing this master's degree will help you achieve them.
- b) Your choice of concentration area. Please provide a rationale for your choice.
- c) Finally, while no prior experience with online learning is required for admission, you should explain how this learning format fits your goals and characteristics as a learner.

**Note:** Be sure to save your professional goals statement electronically for use in ED 870, the Capstone course for the program.

3. Request the registrar of each college or university attended to send one **official copy of all records of any previous schooling (mark sheets, transcripts, diplomas, certificates, etc.)** These records must show courses taken and grades earned, and must be translated into English if the original records are in another language. If a document is translated, it should be certified as accurate and correct by an appropriate public or school official, or sponsoring agency or government. The original record should be also included. We cannot accept transcripts sent by applicants. To be considered "official" the transcripts must have a university seal or notarization mark and be sent directly by the institution to the following address:

MAED Admission Coordinator  
Michigan State University  
Online Master of Arts in Education  
Erickson Hall  
620 Farm Lane, Room 215  
East Lansing, MI 48824

All applicants pursuing or who have earned degrees from universities in China submit not only transcripts and graduation certificates from China, but also obtain verification of these documents from the China Academic Degrees and Graduate Education Development Center (CDGDC). The report must be mailed directly to the MAED Admissions Coordinator by the CDGDC, rather than by you or any third party.

China Academic Degree and Graduate Education Development Center  
Verification Division  
B-17, Tongfang Scientific Plaza  
No. 1 Wangzhuang Road, Haidian District, Beijing, 100083, P.R. China  
Tel: +86-10-82379480  
Fax: +86-10-82378718 (24 hours)  
Email: [cqv@cdgdc.edu.cn](mailto:cqv@cdgdc.edu.cn)  
Website: [www.chinadegrees.cn](http://www.chinadegrees.cn)

4. 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:
  - o Test of English as a Foreign Language (TOEFL). A total score of 550 with no subscores below 52 (paper 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 for the main test parts. A MELAB speaking score of at least 3 is also required. The official report must be received by the Office of Admissions directly from the University of Michigan English Language Institute.
- International English Language Testing System (IELTS). A minimum average score of 6.5 is required, with no subscore below 6.0. 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 subscore below 78 is required.
- Pearson Test of English Academic (PTE A). Minimum overall score of 53; no subscore below 51 for reading, listening, and speaking; no writing subscore below 59.
- Michigan State University Certificate of English Language Proficiency (CELP). Regular admission: score of 65 with no subscore below 15 (17 for writing section). Provisional admission: score of 60. <http://elc.msu.edu/tests/celc-celp/>.

Applicants should have all test scores sent from the testing agency directly to:

Office of Admissions  
Michigan State University  
Hannah Administration Building  
426 Auditorium Road, Room 250  
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 the tests does not, by itself, guarantee an applicant's admission to the program.

### **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 (GRE) 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., website)

## **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 enrollment in 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:

Michigan State University  
Online Master of Arts in Education  
Erickson Hall  
620 Farm Lane, Room 215  
East Lansing, MI 48824

## **V. 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.

## **VI. 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 MAED. 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.

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 Program Director 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 the annual review and 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 advisor's evaluation may do so in writing to the Program Director and this appeal will be filed together with the annual progress report.

### **Attendance**

In compliance with federal regulations governing financial aid and veterans education benefits, instructors are required to report students who stop attending or who have never attended class. After the first week of classes, through the middle of the term of instruction, instructors who identify a non-attending student should notify their departmental office. Upon receiving a report of non-attendance, departmental representatives are encouraged to initiate an administrative drop.

### **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.

## **VII. Responsible Conduct of Research**

Michigan State University requires that all graduate students be trained in the Responsible Conduct of Research (RCR) as part of their Research I University experience. This training is incorporated in ED 800.

## **VIII. 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 Program Director, 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.

## **IX. 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 a Desire2Learn 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 Desire2Learn 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 Desire2Learn 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 MAED Program Director. 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 Assistant Dean for Student Affairs. The matter will then be handled through the Assistant Dean's office or referred to the Dean of the College of Education or the University Provost's Office.

#### Office of the University Ombudsperson

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:

Office of the University Ombudsperson  
129 N. Kedzie Hall  
(517) 353-8830  
[ombud@msu.edu](mailto:ombud@msu.edu)  
<https://www.msu.edu/unit/ombud>.

The Graduate Student Academic Grievance Hearing Procedures for all graduate academic programs in the College of Education can be found at <http://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf>.

#### **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.

### **Conviction Disclosure**

Applicants to graduate programs in the College of Education are required to provide information about all convictions, civil infractions, and ordinance violations. An applicant to a graduate program who has been convicted of a misdemeanor or felony may be denied admission.

If a student is convicted of a crime during his or her graduate program and it is the decision of the student's department to dismiss, the student may appeal the decision to a college-level Hearing Board.

## **X. University Resources**

### **General Websites:**

- Academic Calendar: <https://reg.msu.edu/ROInfo/Calendar/academic.aspx>
- Academic Programs: [www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
- College of Education: [www.educ.msu.edu](http://www.educ.msu.edu)
- Council of Graduate Students: <http://cogs.msu.edu>
- Graduate School: <http://grad.msu.edu>
- Integrity of Scholarship and Grades: <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades>
- Master of Arts in Education: <http://education.msu.edu/maed/>
- MSU: [www.msu.edu](http://www.msu.edu)
- Michigan State University Acceptable Use of Computing Systems, Software, and the University Digital Network: <https://tech.msu.edu/about/guidelines-policies/aup/>
- Michigan State University Libraries: [www.lib.msu.edu](http://www.lib.msu.edu)
- Office of the Ombudsperson: [www.msu.edu/unit/ombud](http://www.msu.edu/unit/ombud)
- Required Forms for Graduate Students: <http://education.msu.edu/academics/graduate-forms.asp>
- Resource Center for Persons with Disabilities: [www.rcpd.msu.edu](http://www.rcpd.msu.edu)
- Academic Freedom for Students at Michigan State University: <https://www.msu.edu/~ombud/student-rights.html>
- Graduate Students Rights and Responsibilities (GSRR): <http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>
- Spartan Life: <http://splife.studentlife.msu.edu/>

## **Other Websites Useful Following Admission to the Program:**

Setting up your MSU e-mail account:  
Follow the “Activate your NETID instructions at  
<https://netid.msu.edu/netid/student/index.html>.

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 <https://d2l.msu.edu/> and enter your MSUNetID and password.

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

## **Applying for Graduation**

The first week of the semester you expect to graduate, submit the graduation application at [www.reg.msu.edu/StuForms/GradApp/GradApp.asp](http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp). If you expect to graduate in the summer, submit this application in the first week of spring.

## **Technical Support**

All courses for the MAED are administered through Michigan State University’s Learning Design and Technology and are delivered via Desire2Learn, the course delivery system. Virtual University Design and Technology recommends students have access to:

- A minimum screen resolution of 1024x768
- A high-speed (broadband) Internet connection (and required for some courses)
- Computers manufactured within the last four years
- Up-to-date versions of software

Browser recommendations for Desire2Learn can be viewed at <http://help.d2l.msu.edu/technical-requirements>. You will also find help and support on the following pages on Desire2Learn’s website:

Getting Started – <http://help.d2l.msu.edu/node/4387>  
Help and Support - <http://help.d2l.msu.edu/node/4397>  
FAQ - <http://help.d2l.msu.edu/faq>

## **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. Students must check e-mail regularly in order to read important messages and notifications. Certain communications may be time-sensitive. Failure to read official University communications sent to the students’ official MSU e-mail addresses does not absolve students from knowing and complying with the content of those communications.

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 IT Services Knowledge Base FAQs at <http://techbase.msu.edu/article.asp?id=10902#s50335>.