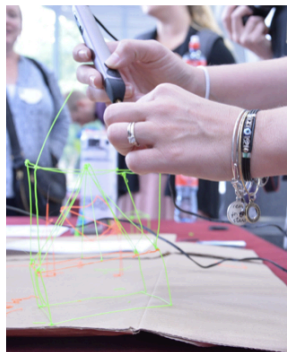


Graduate Certificate Student Handbook

for



Educational Technology

Online Teaching and Learning

and

K-12 Computer Science Education

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[MAET Facebook page](#)



[@MAETmsu on Instagram](#)

Program Information

MAET Working Mission Statement

Through engaging, quality learning experiences that focus on practice and creative uses of technology, we will empower educators to develop a critical lens, promote equity, think in new ways, and become transformational leaders.

The core principles that guide the thoughtful development of learning experiences and support that we provide our community with are:

- Providing support from application to beyond graduation
- Valuing diversity of resources, perspectives, and communities
- Promoting growth as curious learners and transformational leaders

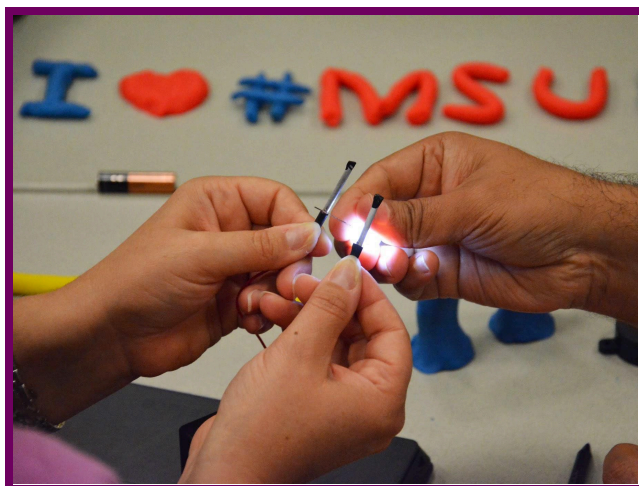
GC Approach

Our approach is **Explore. Create. Share.** You will see this in our course structure and the way we structure teaching and learning.

General Resources

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. Please click on the titles to explore.

- [Academic Programs Catalog](#)
- [Acceptable Use of Computing Systems, Software, and the University Digital Network](#)
- [Anti-Discrimination Policy \(ADP\)](#)
- [Code of Teaching Responsibilities](#)
- [Disability and Reasonable Accommodation Policy](#)
- [General Student Regulations](#)



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- [Graduate Students Rights and Responsibilities \(GSRR\)](#)
- [Guidelines for Integrity in Research and Creative Activities](#)
- [Integrity of Scholarship & Grades](#)
- [MAET Handbook](#)
- [MSU Guidelines for Graduate Student Mentoring and Advising](#)
- [Policy on Relationship Violence and Sexual Misconduct \(RVSM\)](#)

Graduate Certificate Program Overview

Our Graduate Certificate (GC) Programs are three-course credentials designed to meet the needs of professionals who would like to think deeply about methods and mindsets for integrating technologies in their work. GCs are a fantastic way to gain advanced knowledge and skills in a short time.



The central focus of our GC programs is the thoughtful and critical use of technology and how it supports learning in a broad range of contexts. Our GC courses and programs emphasize the creation of innovative products. They are designed to push limits and to inspire educators to try new things in their own contexts.

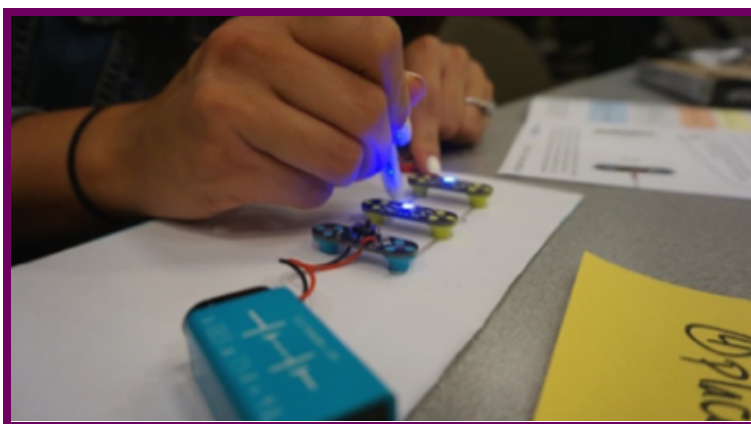
GC courses also emphasize the power of networked collaboration and learning so that GC learners can remain connected to the broader MAET learning network for the duration of the GC program and beyond.

GC courses enable learners to build a compelling professional portfolio that showcases deep engagement with ideas and technologies. Our coursework is practitioner-focused and the work you do in class is directly applicable to your professional life. Our program staff and instructors know that the majority of our learners are working professionals and graduate students at the same time. As a GC student, you are eligible to participate in a number of departmental and College of Education committees.

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GC in Educational Technology

The Graduate Certificate (GC) in Educational Technology is designed to assist professionals who work with students in a range of educational settings in becoming better educators by utilizing new technologies to improve instructional practice in order to help their students become powerful digital-age thinkers, makers, and problem solvers. As a GC in Educational Technology learner, you will acquire foundational knowledge and skills that will transform your thinking about how, why, and when to integrate a range of digital technologies to support your students' learning. This program will help you rethink your own practice, evaluate your own beliefs about what helps students learn, and consider new ideas and perspectives that you might otherwise have overlooked or not encountered. The certificate signifies that you have foundations in theories and practices of technology integration in educational settings.



In the Graduate Certificate in Educational Technology, educators will become

- powerful digital-age thinkers
- innovative makers
- problem solvers

This GC can be completed as a stand-alone credential, as a part of the MAET degree program, or as a part of other MSU graduate degree programs. The schedule of this certificate allows flexibility to accommodate both full-time students and working professionals and can be completed in as little as 1 semester, but most learners take 2 - 3 semesters to complete it.

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Educational Technology Course Information

- You will complete 3 courses
 - CEP 810: Teaching for Understanding with Technology
 - CEP 811: Adapting Innovative Technologies to Education
 - CEP 812: Applying Educational Technology to Issues of Practice
- 9 total credits
- Online courses are 7 or 8 weeks long
 - **Fall**
 - CEP 810 runs August to October
 - CEP 811 runs October to December
 - **Spring**
 - CEP 812 runs January to March
 - CEP 810 runs March to May
 - **Summer**
 - CEP 811 runs mid-May to the end of June
 - CEP 812 runs July - August
- You can also complete the Educational Technology Graduate Certificate program through our [Overseas](#) program

Educational Technology Website

To learn more about our Ed Tech GC, please visit [our Educational Technology GC website](#).

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GC in Online Teaching & Learning

Our Graduate Certificate (GC) in Online Teaching and Learning prepares professionals to become thoughtful and skilled around issues of designing and instructing online and virtual education at a time when there is a pressing need for these skills in the educational marketplace. As part of this GC, you will learn about online course design, assessment, and instruction while interacting with professional colleagues around the challenges of online education, multimedia, and networking. You will learn to apply theories of learning and pedagogy while acquiring skills with new multimedia and networking tools to create exciting new online learning environments. The certificate signifies that you have foundations in theories and practices of online education.



In the Graduate Certificate in Online Teaching and Learning, educators will become

- thoughtful and skilled online educators
- proficient in the design thinking process
- creative assessors who make data-driven decisions

This GC can be completed as a stand-alone credential, as a part of the MAET degree program, or as a part of other MSU graduate degree programs. The schedule of this certificate allows flexibility to accommodate both full-time students and working professionals and can be completed in as little as 2 semesters, but most learners take 1 year to complete it.

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Online Teaching and Learning Course Information

- You will complete 3 courses
 - CEP 813: Electronic Assessment for Teaching and Learning
 - CEP 817: Learning Technology through Design
 - CEP 820: Teaching and Learning Online
- 9 total credits
- Online course are all 16 weeks (1 semester) long
 - 813 runs in Fall and Summer
 - 817 runs in Spring
 - 820 runs in Spring and Summer

Online Teaching and Learning Website

To learn more about our Online Teaching and Learning GC, please visit [our Online Teaching & Learning GC website](#).

GC in K-12 Computer Science Education

The Graduate Certificate in K-12 Computer Science Education prepares K-12 educators to teach computational thinking and computer science ideas at the elementary and secondary levels. Domains include computational thinking, algorithmic thinking, breaking down complex problems, abstraction, generalizing principles to solve problems, programming tools, and the development of creative thinking. Teachers learn to teach these concepts and skills through culturally relevant pedagogy, attending to how culture and context impact student learning. This GC signifies that you have foundations in theories and practices of computer science and computational thinking.



Through the Graduate Certificate in K-12 Computer Science Education, K-12 teachers are prepared to teach the following at the elementary and secondary levels:

- computational thinking
- programming and computer science
- creativity in computing

This GC can be completed as a stand-alone credential, as a part of the MAET degree program, or as a part of other MSU graduate degree programs. The schedule of this certificate allows flexibility to accommodate both full-time students and working professionals and is typically completed in 1 year.

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K-12 Computer Science Education Course Information

- You will complete 3 courses
 - CEP 814: Computational Thinking for K-12 Educators
 - CEP 824: Programming Concepts for K-12 Educators
 - CEP 833: Creativity in K-12 Computing Education
- 9 total credits
- Online courses
 - CEP 814 runs in the Fall for a full semester (16 weeks)
 - CEP 824 runs in the Spring for a full semester (16 weeks)
 - CEP 833 runs in Summer Session 1 which is mid-May to the end of June and is 7 weeks long.

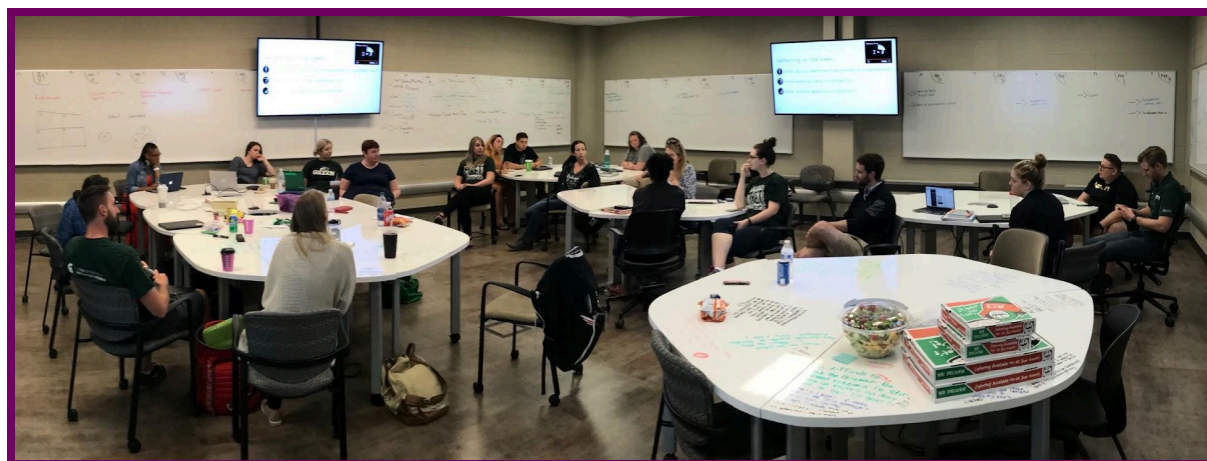
K-12 Computer Science Education Website

To learn more about the K-12 CSE GC, please visit [our K-12 Computer Science Education GC website](#).

Program Formats

Online

In our online format, you take all 3 of your GC courses completely online. You can do this from anywhere on the globe. Our instructors use a variety of delivery methods for online courses and you will experience multiple modes of learning. We run GC courses during Fall, Spring, and Summer semesters and you can begin in any semester. Our online option is available for all of our GC programs.



Overseas Summer

While staying in-residence at a university abroad, you can complete 2 of the 3 courses (CEP 810 and CEP 811) on the journey toward earning your Educational Technology GC. Our current model of Overseas is an intense, fun, and challenging 2-week program. The most recent location has been Galway, Ireland. For more information, please visit [our Overseas program website page](#). We highly recommend this amazing experience!

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Admission Requirements

To be admitted to a Graduate Certificate program you need to have:

- Official university transcripts demonstrating achievement of a bachelor's degree from a recognized degree-granting institution and any other institution you have attended for post-secondary education.
- [University Application](#) that is completed at least 1 month before the start of the course you wish to begin the GC.
- English language proficiency.

Ready to start the application process?

Our [Apply page](#) guides you through the process.

If you have any questions about admissions requirements or process, please contact edutech@msu.edu.



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Welcome and Orientation

Welcome to the Graduate Certificate (GC) Programs in the Master of Arts in Educational Technology (MAET) program at Michigan State University.

We are pleased that you have chosen to join our community of innovative learners and leaders in the field of educational technology.

This orientation section has been designed for learners starting our program, but we expect it will prove useful to all learners as they progress through the courses offered by our program.

Please read through this section carefully. It includes information about how to get your MSU Net ID, which is the key to all university resources including (but not limited to) registration for classes, bill payment, grades and confirmation of your attendance, and the MSU Libraries. It also shows you how to access Desire 2 Learn (D2L), which is the online course management system at MSU, and how to access many other university resources, both on campus and from a distance. You'll be provided with an introduction to the larger design goals of our program, norms, and processes that set our learners up for success.

Something you might have noticed is that MAET is TEAM, spelled backward.

Welcome to TEAM MAET,

~ Brittany, Candace, Liz, and Heather

Schedule a meeting with your academic advisor

As a GC student in the MAET program at Michigan State University, you have an academic advisor (Brittany Dillman) who will help you plan your course sequence, answer questions about the program, and direct you to resources at the University. Please contact Brittany by emailing askmaet@msu.edu to arrange an initial advising meeting. Throughout your time in the program and beyond, you are welcome to contact Brittany at any time. She is here to support your growth and success and loves to do so!

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Activate your MSU NetID

Upon admission to the University, you will receive an ID (Student Identification Number) and PAN (Personal Access Number) with which you can activate your MSU NetID. It is important to activate your MSU NetID as soon as possible because it enables you to receive important communications from the University, including student billing notices (which are only sent electronically).

1. Visit MSU's NetID website and click on [Activate NetID](#) in the website menu.
2. Enter your MSU Student ID Number and PIN/PAN.
 - If you do not know what your ID or PIN/PAN are, please contact the Office of the Registrar via [online contact form](#) or call 517-355-3300.
3. Read through the statements about activating your account and check the boxes as needed. Make sure to read [MSU's Acceptable Use Policy](#), as it contains important information regarding what is considered allowable usage.
4. Assuming you have selected a good password, a success page will display.
 - If you need assistance activating your account, please call Distance Learning Services at (517) 355-2345 or email reachout@msu.edu.

Voilà! You are now a full-fledged Spartan! Congratulations!

What does an MSU NetID get you?

- [Access to MSU email](#) (Please check your email daily, as your MSU email is the one instructors and program staff will use.)
- [Access to D2L](#) (Access all of your online courses here.)
- [Access to MSU's student records and billing system](#)
- [Access to MSU Libraries](#)

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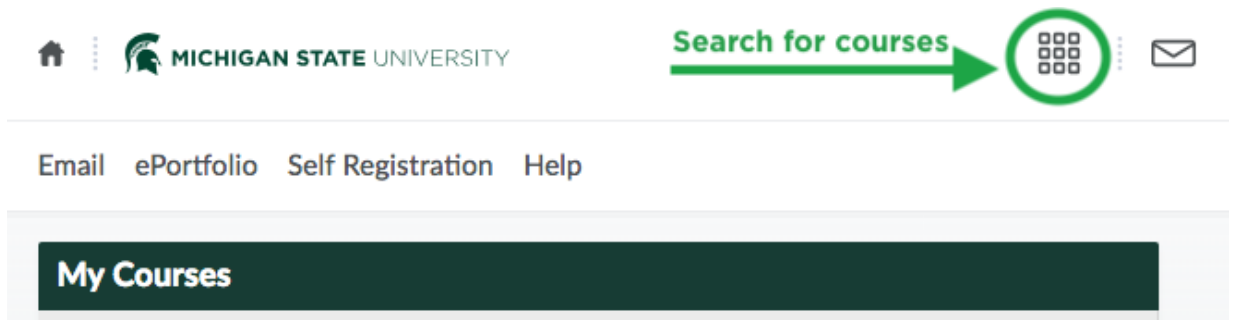
Complete the University's welcome packet

After meeting with your academic advisor, you can enroll in your first course(s). GC course names and descriptions can be found on the [Courses page on our website](#). Instructions on how to search and enroll in courses using can be found in your [welcome packet that you received from MSU](#).

Access D2L

Courses you are enrolled in will run in [Desire2Learn \(D2L\)](#), MSU's course management system.

- Click **Login** and enter your NetID (your username before @msu.edu) and password.
- Courses will show up under **My Courses** on the homepage if they have been made active by the course instructor. If your course is active and you still don't see it, you may need to search for it using the grid icon at the top of your page.



- To access course content, click on the course tile.
- We recommend forwarding your messages from D2L to your MSU email account so that you don't miss any important messages. To do this, [follow the directions about email forwarding](#).
- For information about how to use D2L, please visit [MSU's D2L Help site](#). [MSU IT](#) has a [variety of live support options](#) or you can reach them by phone at (517) 432-6200 or toll free (844) 678-6200.

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Explore University Resources

MSU provides all students with access to many resources. The following resources and opportunities are available to you as an MSU student.

College of Education Resources for Students

Policies, forms, scholarships – just an example of information that you can find [on the College of Education's Resources for Students page](#).

Center for Community Engaged Learning

You may be interested in getting involved in a service project – or in ways to partner with MSU service-learning students in ways that benefit your community. Contact the [Center for Community Engaged Learning](#) for more info.

Counseling and Psychiatric Services (CAPS)

[CAPS](#) offers a wide range of services for individual students and families. The website provides access to information resources, 24/7/365. Online students are eligible for their services and resources.

Career Services Network

Wondering what to do after your GC? The [Career Services Network](#) offers a range of consulting services and is your information hub for all things future, success and careers.

English Language Center

Speakers of English as a second or additional language, may be interested in exploring resources offered by [MSU's English Language Center](#). Services may not be available to online students, however, we encourage GC students to contact the ELC to explore opportunities.

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Library Resources

MSU Libraries provide a wide range of services and resources. Below are some that may be particularly useful to you during the course of your studies:

- [Ask a Librarian](#): Help with research and library by phone, email or chat.
- [Research Guides](#): Provide lists of resources and search strategies for finding information on specific subjects.
- [Electronic Resources](#): Databases
- [Citation Guide for APA 7](#)
- [Off-campus access](#)

MAET Program Resources for Student Health and Wellness

We understand that sometimes it can be hard to focus on academic growth when life becomes challenging. Help and support are just a phone call, email, visit, or even a text away. [This evolving document](#) provides a brief overview of wellness services and resources available to MSU graduate students, including emergency contacts, official MSU support services, student organizations, and 24-hour services available.



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MSU Grad School Resources & News

The [Graduate School website](#) is your hub for all information and policies regarding graduate education at MSU. You can find information about Graduate Student Rights and Responsibilities, Careers, Graduate School Office of Well-Being (GROW), Research Integrity, Workshops, Events and much more.

Office for International Students and Scholars (OISS)

If you are an international student, you may need to contact staff at the [Office for International Students and Scholars](#). Online students in our MAET program who do not reside in the USA do not require a special visa to study. However, you may be interested in contacting the office with questions related to studying online at an American university as well.

Resource Center for Persons with Disabilities (RCPD)

All MSU students can access resources, including assistive technologies. If you have an identified learning disability, you can also register with the [RCPD office](#) and officially document your need for accommodations. Information about your rights to accommodations as a person with a disability, and how to access services at MSU is also provided in course syllabi.

The Writing Center

Did you know that you can access a writing consultant, online, through [MSU's Writing Center](#)? All you need to do is schedule an appointment. This is a very valuable resource for MAET students. Please use these services as a way to get formative feedback on your written work before submitting to your instructor.

What is the GC Program flow?

First: Admission as a GC (only) Student

- Complete your BA
- Email edutech@msu.edu with questions
- [Apply to the GC of your choice](#)
- Receive letter of acceptance

First: Admission as a current MSU Graduate Student

- [Complete the GC Intent to Enroll form of your choice](#)

Next: Enrollment

- Communicate (email, Zoom) with your academic advisor
- Receive your welcome packet and student number
- Email askmaet@msu.edu with any questions
- [Enroll in your courses](#)

Then: Course Work

- Take first class
- Pass the class with a grade of at least 3.0
- Take second class
- Pass class with grade of at least 2.0 and cumulative GPA of at least 3.0
- Take third class
- Pass class with grade of at least 2.0 and cumulative GPA of at least 3.0

If you do not meet the grade expectations above, we'll support you using the [MSU Policies on Academic Performance](#).

Finally: Completing Your GC

- After you complete your third course, the MAET program staff will take care of all administrative tasks to ensure you receive your certificate.
- You will receive your Graduate Certificate 8 or so weeks after grades are posted for your final course.
- Email askmaet@msu.edu with any questions.

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What's it like to be a learner in a GC course?

What can I expect from my instructors?

- Supported as a human and treated with respect.
- Being academically and intellectually challenged.
- Coursework that is practitioner-focused and the work you do in class is directly applicable to your professional life.
- Instructors with awareness of larger trends in the field.
- Sharing of resources to support your learning.
- Professional, courteous conduct and communications.
- Timely response to your work and communication.
- Regular communication about tasks and due dates.
- Use of ShareTracker.
- Use of Feedback Notebook or Assessment Guidebook.

What about assessment?

All feedback to learners is provided in a private Google Doc between you and your instructor that we call a Feedback Notebook (FN) or Assessment Guidebook (AG), depending on the course you are enrolled in. This document includes all rubrics for all assignments.

We use an ungrading philosophy in all of our courses, so the emphasis will be on ways you can improve and make your thinking and creations (assignments) stronger.

GC Assessment Philosophy

Graduate Certificate students bring a vast and powerful array of expertise to our learning community. No matter what your skills and knowledge, *we are most interested in your growth and learning—and you will be assessed on the basis of how far you go, not from where you started.* This doesn't mean that different standards apply to different students. On the contrary, we hold each student to a very high standard of academic and professional excellence. We expect each student to push their own limits—whatever those limits are—and to contribute their own unique learning experiences and perspectives to our learning community. We expect each student to communicate and write effectively and in accordance with the elements of style outlined in the American Psychological Association (APA) manual. We

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expect each student to meet due dates. We expect each student to ask good questions in order to extend your own thinking as well as the thinking of your peers, colleagues, and instructors. We expect each student to seek out answers by leveraging all of the resources at your disposal. We expect each student to adhere to professional standards of academic integrity, to respect the work of your peers, and to offer thoughtful, constructive suggestions that sharpen our collective understanding and focus. We have high expectations and it is our goal to help you reach those expectations.

GC Ungrading Practice

In our GC programs, we will work on a variety of creations and projects that are designed to help elevate your thinking and practice as a technology educator, designer, and leader. To that end, we will engage in [ungrading](#).

This means that you begin with a 4.0. When you submit creations, your instructors will provide qualitative feedback—support on things you did well, suggestions for improvements, and ways to connect and move forward. This may come to you in a variety of ways: rubrics, written feedback, recorded video feedback, or synchronous meetings. You will not receive points, scores, or other types of quantitative evaluation. We will expect you to iterate your creations based on feedback provided.

If at any time, your instructor feels that you are not working to your potential, meeting expectations, or are at the risk of falling below a 4.0, they will contact you immediately to discuss your work with you.

This is a non-traditional approach to grading, but we believe it will help increase equity of assessment, decrease assessment bias, and reduce barriers of grades which may stifle your creativity. We employ this practice to demonstrate our values of risk-taking, creativity, boundary-pushing, ownership of work, and iteration. There is a collection of research around ungrading that we encourage you to consider at [Ungrading - Human Restoration Project](#) or [Blum \(2020\)](#).

If, at any time, students have questions about how they are doing in their courses, we ask them to reach out to their instructor. If further information is needed, GC students are covered under [MSU's Family Education Rights Privacy Act \(FERPA\) guidelines](#). Specifically, [GC students have the right to access their educational records](#).

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Reflection and Iteration

Throughout GC courses, *we expect students to revise all work based on the feedback they receive to produce the highest quality work they can*. This policy is intended to help students continue to produce high-quality work, stretch their learning, and keep moving forward in the course. It's based on the assumption that students' initial submission is their best work at the time, and revisions will improve the quality even further.

Tell me more about the FN/AG!

At the beginning of your GC experience, you will create and share some information about yourself so your instructor can get to know you better as a learner and a person. Later in this document, you and your instructor will communicate about your work. Your instructor will leave feedback and you can share ideas back and forth about their ideas.

What's the ShareTracker?

The ShareTracker is a Google Sheet that will allow you to communicate with your instructors when you have completed tasks for the course. Explore [this short video](#) for information about how we use the ShareTracker.

Are there specific scheduled hours that I have to be online?

For the most part we run our online courses asynchronously, you do not have to be online at a specific time. If there are particular times in which you do, you will be asked for your availability and the dates and times will be communicated to you well in advance. If there are times that you want to meet with your instructor or

classmates using Zoom you are welcome to do so. Overseas programs do have specific in-person times and places to be.



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I'm traveling this semester. What should I do?

Communicate with the instructor as soon as possible and make plans to complete your work around your travel. Sometimes this will be an easy shift; in extreme cases, it might mean needing to take a course in a later semester.

What do I do if I have unique learning needs?

MSU has an office - [Resource Center for Persons with Disabilities](#) (RCPD) - that coordinates support for all persons with disabilities. We encourage you to familiarize yourself with the information and resources available to you as a GC student. You should experience instruction based on Universal Design for Learning (UDL) to support your learning needs.



What do I expect from my academic advisor?

- Knowledgeable about Graduate Certificate programs.
- Help with enrolling and course selection.
- Timely responses to emails within 24 hours.
- Professionalism through challenges.
- Support throughout the program - from application to beyond graduation.
- If your advising needs are not being met or if you have any concerns, please contact MAET's Director, Liz Owens Boltz at boltzeli@msu.edu.

What can I expect from my instructors?

- Well-organized and meaningful course content management.
- Present and supportive.
- Timely responses to emails within 24 hours.
- Knowledge of course content, trends in education, and pedagogy.
- If you are not receiving these things and have concerns, please contact MAET's Director, Liz Owens Boltz at boltzeli@msu.edu.

Program Policies

The following program policies outlined apply to all the Graduate Certificate programs unless otherwise specified.

For more detail on these policies, please search:

- [The Academic Program Catalog for Graduate Education](#)
- [The Academic Program Catalog for the College of Education](#)

Admissions

Requirements for the Certificate Program

To be considered for admission to any of our Graduate Certificates programs learners must provide:

- Official university transcripts demonstrating achievement of a bachelor's degree from a recognized degree-granting institution and any other institution you have attended for post-secondary education.
- University Application that is completed at least 1 month before the start of the semester you wish to begin the GC.
- English language proficiency (see below).

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English Language Proficiency Requirement

All international applicants and applicants for graduate programs whose first language is not English must be able to demonstrate their English language proficiency. Those applicants who do not demonstrate English language proficiency must fulfill the requirements stated below as part of the admissions procedure.

Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards on any one of the following tests:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. Michigan State University [Certificate of English Language Proficiency](#) (CELP). Regular admission: score of 65 with no subscore below 15 (17 for writing section).

All of the above tests must have been taken within 2 years of a student's application.

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Delayed Enrollment

Students must notify the program of their decision to defer their enrollment. 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 their application within a period of one year. If after one year that person still has not registered at Michigan State University, that person must file a new application for admission.



Readmission to Original program

Graduate certificate 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. To do this, students will follow the [MSU RO: Readmission Procedure](#). Please submit this at least 1 month prior to the first day of the semester in which the student wants to resume graduate studies. For any questions or assistance, please email us at askmaet@msu.edu

Time Limits for Certification Completion

Graduate Certificates (GC) that are taken on their own, independent of a master's or doctoral program, have a 3-year limit as determined by the Counseling, Educational Psychology and Educational Technology, and Special Education (CEPSE) Department. The 3-year window begins with the date of the earliest course in the graduate certificate. For example, if you start a GC in Spring of 2025, you have until the end of the Fall 2027 to complete it.

Graduate Certificates that are taken while you are pursuing a master's degree fall under the 5-year limit to a master's degree as set by the Graduate School. Graduate Certificates that are taken while a learner is pursuing a doctoral degree fall under the 8-year limit to a doctoral degree as set by the Graduate School.

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Academic Advising

Upon admission to the GC program, students are assigned an academic advisor. The name of the advisor is communicated to the student before registration. Students are expected to consult with their academic advisor prior to starting their program. The academic advisor will help students complete their program plan, necessary initial forms, select courses, and discuss matters related to program, College, and University policies. Your advisor is one of your support people throughout your GC experience.

Policies on Academic Performance

Certificate Program GPA Performance

Students in Graduate Certificate Programs must earn a minimum of 2.0 in each course to earn University credit. Students who earn grades that fall below 2.0 in Graduate Certificate courses will be placed on academic probation for the next semester in which they enroll. Students who do not raise their grades during the probationary semester will be subject to dismissal from the GC Program.



MSU Cumulative GPA Policy

A 3.0 cumulative grade-point average in the degree program is the minimum University standard. A student whose semester grade point falls below a 3.0 receives a written warning indicating unsatisfactory academic performance.

Changing Grades

Once grades have been submitted to the registrar's office, they may only be changed by the course instructor through written application.

Certificate Conferral

For GC conferral a student's cumulative GPA needs to be 3.0 or higher for:

- CEP 810, CEP 811 & CEP 812 for a GC in Educational Technology
- CEP 813, CEP 817 & CEP 820 for a GC in Online Teaching & Learning
- CEP 814, CEP 824 & CEP 833 for a GC in K-12 Computer Science Education

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Academic Probation

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 their academic advisor to be restored to good standing.

Students on academic probation should regularly meet with the academic advisor. 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 coursework 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 due date.

If a student fails to complete the required work by the announced due date, the DF-Deferred grade marker will automatically be changed to



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DF/U-Unfinished. To receive credit in the course, the student must re-enroll 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 due dates(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 their transcript. 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 agreeable to the instructor. This extension must be sent in writing.

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.

Attendance is defined as physical attendance or participation in an academically-related activity, including but not limited to the submission of an assignment, an examination, participation in a study group or an online discussion. Instructors who do not take attendance may utilize key assessment points (e.g. projects, papers, mid-term exams, and discussions) as benchmarks for participation.

Drop for Non-Attendance

The [University's Attendance Policy](#) gives instructors the responsibility to drop students from a course for non-attendance after 1 week of the official course start date. Examples of non-attendance in our online course may be:

- Not signing into the course in D2L
- Not completing the About Me Information in your FN or AG
- Not creating or submitting creations
- Not participating in any introduction or class collaboration activities
- Not responding to instructor communications about your inactivity

If you are not attending our course based on the list above after the first week, your instructor will email your MSU address to let you know they are starting the process to drop for non-attendance.

Graduate Student Records

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 their academic performance. (GSSR 3.2.3) A student may access the contents of their academic file by contacting the Academic Program Coordinator, and may challenge the accuracy of the file by writing a letter to be included in the file.

MSU Email Policy

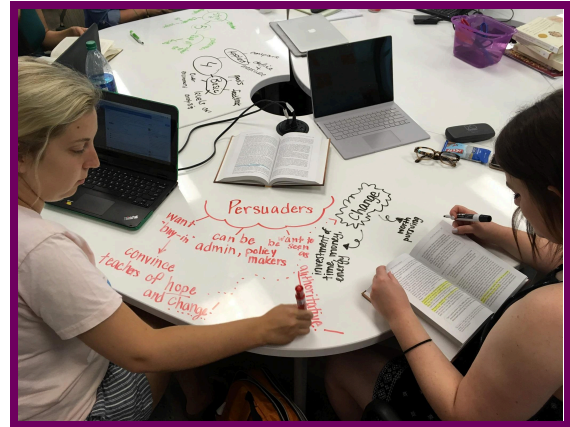
For student safety and privacy, all official communication will be conducted via MSU Mail. Please check your MSU Mail account regularly.

Acceptable Use of Networks

Because the MAET and GC programs entail 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. You can find it at their [website](#).

Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. The [Resource Center for Persons with Disabilities](#) (RCPD) is the central source for information and support. Requests for accommodations can be made via phone at 517-884-RCPD or [their website](#). Once your eligibility for an accommodation has been determined, you will be issued an Accommodation Letter. It is your responsibility to share your Accommodation Letter with your instructor at the start of each course as accommodations cannot be implemented retroactively. We encourage you to do this even if you are not sure you will need the accommodations. Your instructors will keep all of the information in your Accommodation Letter confidential and work with you to support you.



Grief Absence Policy

The faculty and staff should be sensitive to and [accommodate the bereavement process of a student](#) who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research).

For undergraduate and master's (Plan B) students without research responsibilities, it is the responsibility of the **student** to:

- A. notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation,
- B. provide appropriate verification of the grief absence as specified by the Associate Dean, and
- C. complete all missed work as determined in consultation with the instructor.

It is the responsibility of the **Associate Dean** or designee to:

- A. determine with the student the expected period of absence - it is expected that some bereavement processes may be more extensive than others depending on individual circumstances,
- B. notify the faculty that the student will be absent, and
- C. receive verification of the authenticity of a grief absence request upon the student's return.

It is the responsibility of the **instructor** to work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.

Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Students wanting to request a Grief Absence should complete the [Grief Absence Request Form](#).

Student Conduct and Conflict Resolution

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](#)). The first venue to resolve such conflicts informally or formally rests within the academic unit. Because the academic advisor-graduate student relationship is deemed so important, special attention should be given to the resolution of conflicts between a graduate student and their academic advisor.

Student Conduct and Academic Honesty

It is important that students are thoroughly familiar with the following policies before they begin work in their courses. If students have any questions about this information, they should reach out to the MAET Program Director via askmaet@msu.edu.

Students at Michigan State University are obligated to uphold MSU's principles of academic integrity, including the responsibility that "no student shall claim or submit the academic work of another as one's own" ([GSSR, Article 1](#)). No student is permitted to:

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- Claim or submit the academic work of another as one's own.
- Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- Complete or attempt to complete any assignment or examination for another individual without proper authorization.
- Allow any examination or assignment to be completed for oneself in part or in total, by another without proper authorization.
- Alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.

Violation of these ethical principles and policies may result in a failing grade. Violations of academic integrity may result in dismissal from the program without the award of a degree or graduate certificate. Students who are dismissed from the program due to violations in academic integrity will not be eligible for re-admission at any time.

MSU expectations for acceptable student conduct are specified in the regulations and the rights and responsibilities sections of the [Spartan Life Student Handbook and Resource Guide](#).

In a community of scholarship and practice, all of us share the responsibility of making sure that standards of academic honesty and integrity are understood and followed. Faculty and students at Michigan State University are expected to conduct themselves with the highest character and integrity. As stated in University policy:

“Academic honesty is central to the educational process and acts of academic dishonesty are serious offenses within the University community. Suspension from the University could be the consequence for acts of academic dishonesty.” ([Spartan Handbook, Types of Regulations and Policies](#))



Conflict Resolution

Usually, the best approach to resolving a problem is through informal discussion and negotiation when the problem first arises. In this section, we provide information on strategies and resources to solve complex problems when there is difficulty in resolving the conflict.

Try to resolve problems through discussions with the people who are immediately involved in the issue. Please communicate first to the person with whom the conflict is arising: a classmate, your course instructor (if the problem is specific to a course), or your academic advisor. If that does not resolve the problem, please reach out to your academic advisor or the MAET Program Director. Then, if you need more support, please reach out to the CEPSE Department Chairperson. If your problem cannot be resolved at the departmental level or if you prefer discussing the matter with someone from outside the department, consider seeking help from the [MSU Ombudsman](#), the [Office of Student Support and Accountability](#), the [Women*s Student Services](#), the [Associate Dean for Academic and Student Affairs in the College of Education](#), or the [Dean of the Graduate School](#).

Students can use the following for guidance:

1. A student who believes their rights have been violated by a member of the Michigan State University community shall first attempt to resolve the dispute in an informal discussion with the appropriate individual(s). (See AFR 2.4.2 and GSRR 5.3.1 and 5.3.2.)
2. After this discussion, if the student remains dissatisfied with the results, the student should meet with the Chair of the Department and/or the University Ombudsman to seek a resolution. (See AFR 2.4.2 and GSRR 5.3.2.)
3. The Department Chair may respond by asking the complainant to consult with the appropriate Program Director. This does not preclude the student's right to consult with the Department Chair, either instead of, or after, consulting with the relevant degree Program Director.
4. After this discussion, if the student remains dissatisfied with the results, the student may submit a written and signed request for an academic grievance hearing to the Department Chair. The letter must (1) specify the alleged violations of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed, and (3) state the suggested remedy that could be implemented

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by the Department Chair or degree Program Director. (See AFR 2.4.2 and GSRR 5.3.2 and 5.3.6.)

Students should consult the [Graduate Students Rights and Responsibilities](#) for additional information. At any point during this process, students may contact the University Ombudsman's Office for advice, guidance, or assistance regarding their concerns.

Office of the University Ombudsperson

129 N. Kedzie Hall

354 Farm Lane

East Lansing MI 48824

(517) 353-8830

ombud@msu.edu

[Ombudsperson website](#)

Graduate Student Academic Grievance Hearing Procedures

The College of Education's procedure can be reviewed by visiting the [Graduate Student Academic Grievance Hearing Procedures for All Graduate Academic Programs](#) document.

Dismissal from the Program

The dismissal of a student from a GC program is a significant event for both the student and the program. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding their unsatisfactory progress through the program and when appropriate, special efforts at helping the student meet program requirements and objectives. The final decision regarding whether or not a student should be dismissed from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, rests with the MAET Program Director.

GC students could be dismissed from the program for:

1. Failure to maintain minimum academic standards (maintaining a cumulative GPA of 3.0 or higher).
2. Academic dishonesty.
3. Criminal misconduct.

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4. Failure to comply with established University or program timetables and requirements.
5. Failure to make satisfactory progress in completing program requirements.
6. Failure to maintain regular contact with the program

University Resources

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. Please click to explore them.

- [Graduate Life and Wellness](#)
- [Institutional Diversity and Inclusion](#)
- [MSU Libraries](#)
- [MSU Graduate School Resources](#)
- [Office of Spartan Experience](#)
- [MSU Writing Center](#)
- [Student Life and Engagement Division](#)

Updates to this handbook

Revisions occur in this Google Document and specific changes can be documented and provided upon request sent to askmaet@msu.edu.