



UNC
SCHOOL OF EDUCATION

Master of Arts in Educational Innovation, Technology, and Entrepreneurship



PROGRAM HANDBOOK

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Dr. Todd Cherner
MEITE Program Director

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Master of Arts in Educational Innovation, Technology, and Entrepreneurship

The Master of Arts in Educational Innovation, Technology, and Entrepreneurship (MEITE) is a professional-degree program that prepares its graduates for careers in the educational technology field, both in the public and private sectors, and it is located on the University of North Carolina's Chapel Hill campus within the School of Education. Students from all backgrounds are welcomed to apply to the program, and MEITE enrolls students into either full-time or part-time cohorts that begin in August and January. MEITE is led by its own director and student services coordinator, and they work closely with the students to help ensure a positive, productive experience that prepares them to be tomorrow's educational technology leaders, innovators, and entrepreneurs.

Central to MEITE is the culture of the program. With students coming to the program from across the United States and globe, we embrace the values of diversity, inclusivity, and equity. In our context, we understand diversity to be the valuing of the lived experiences we each bring into the learning community. It also includes our purposeful focus on identifying commonalities amongst ourselves and communities while embracing the essences that make us each unique. Inclusivity means that we want to engage and welcome all individuals to our work and program. No individual shall be excluded based on any physical trait, spiritual belief, or orientation. We see equity as being our guiding principle for meeting people where they are. It is our commitment to understanding that the experiences and needs of people may differ and we must be responsive to those differences on a case-by-case basis. One size does not fit all. With these three values – diversity, inclusivity, and equity – our work is to use technology for increasing the quality, access, and types of education that can be provided to all people across the life span.

The MEITE program is 36.0 credit hours, and it consists of a “core” group of courses (12.0 credit hours), one specialized course track (12.0 credit hours), a yearlong internship experience (6.0 credit hours), and a summer thesis project (12.0 credit hours). There are four specialized tracks, and students are to complete one of the following track options:

- ***The Edupreneur*** utilizes the core concepts for design thinking to develop and prepare for the launching of unique, innovative ventures in the field of educational technology. This track is ideal for students who wish to begin their own startup or join an early-stage startup.
- ***The Innovation Specialist*** gains a deep understanding of the trends, research, and budgetary issues related to leadership, business, and innovation in educational organizations. This track prepares students to work in the innovation departments of educational organizations, including companies, schools, districts, and non-profits.
- ***The Learning Engineer*** uses the learning sciences and design thinking principles along with data and analytics to improve designers' choices, instructors' practices, and learners' experiences and outcomes. This track builds the knowledge and skills needed to work in school districts, universities, textbook companies, eLearning providers, training departments, and non-profit organizations.

- ***The Human-Machine Interactionist*** learns the attributes necessary for effective human-machine interaction from an end-user perspective, which includes the visual aesthetics, intuitive design, technical knowledge, and text transactions. This track prepares students to join firms developing digital products for teaching, learning, productivity, and efficiency.

Throughout the program, students will collaborate with the MEITE Program Director, faculty, and staff to help ensure the students have a positive experience in the classroom, at their internship, and after the program.

Please navigate this handbook using the menu. You may download the complete handbook [here](#).

The Mission of the University of North Carolina at Chapel Hill

“Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina’s citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.”

- From “[Mission and Values](#)” ~ *The University of North Carolina at Chapel Hill*

The Mission of the School of Education

“The School of Education at the University of North Carolina at Chapel Hill is committed to realizing the transformative power of education, and — in turn — is redefining what it means to educate. Education has the power to break down barriers, lift up individuals, and empower communities to rise and thrive. To that end, we inspire educators to lead; to think creatively, act with passion, and strive toward equity for all.”

- From “[At a Glance](#)” ~ *UNC School of Education*

The Conceptual Framework of the School of Education

“The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education’s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.

2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
 3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
 4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.”
- From “[Conceptual Framework](#)” ~ UNC School of Education

The Mission of the MEITE Program

“Prepare leaders who produce, utilize, and analyze high-impact educational innovations for the social good across the public and private sectors.”

- From “[Our Mission](#)” – UNC MEITE

Design Thinking Principles as MEITE’s Core Framework

The MEITE program is committed to producing graduates who utilize design thinking for innovation. Design thinking is not a linear approach to completing a project; instead, it is an iterative process of inspiration, ideation, and implementation (Brown, 2008). Over time, researchers, practitioners, and theoreticians have further evolved Brown’s notion of design thinking into five core principles.

Empathize	Studying and coming to an understanding of a situation, context, challenge, or obstacle from multiple perspectives
Define	Taking multiple perspectives and distilling them into a clearly articulated problem statement
Ideate	Brainstorming all possible responses to the problem statement
Prototype	Generating mockups in the form of storyboards, wireframes, websites, and/or analog devices
Test	Potential users are presented with the prototype and refinements are based on their feedback before retesting

MEITE is programmatically structured so that students first focus deeply on the Empathize and Define principles. It is important that students study the problem area of interest deeply before responding to it. As students continue, they will work through ideating, prototyping, and testing responses to the problems they have studied. In this way, by the time students enter their master thesis hours, they will have practice with each principle and be able to apply their knowledge and experiences to their final project. Appendix A maps how the Design Thinking Principles are aligned to MEITE's Core Courses and key assessments.

MEITE's School of Education Affiliated Faculty and Staff

Though the MEITE program is housed within the School of Education, it spans across multiple academic units and Carolina's larger innovation ecosystem. The faculty members listed below are all housed within the School of Education, and MEITE students will often take classes with these faculty members and other ones outside of the School of Education.

Dr. Todd Cherner <i>Program Director</i>	Dr. Kelly Ryoo <i>Associate Professor</i>	Dr. Keith Sawyer <i>Morgan Distinguished Professor</i>	Dr. Janice Anderson <i>Associate Professor</i>
			
Dr. Steve Knotek <i>Associate Professor</i>	Dr. Jeff Greene <i>Professor</i>	Dr. Matt Bernacki <i>Assistant Professor</i>	Mrs. Tammy Siler <i>Program Assistant</i>
			

The MEITE Program's Requirements, General Policies, and Guidelines

The following outcomes, policies, and policies pertain to all MEITE students starting when they apply to the program and while they matriculate through the program. The MEITE Program Director is responsible for supporting students, faculty, and additional stakeholders with understanding and implementing these outcomes, requirements, and policies when necessary.

Student Learning Goals

As the MEITE program is comprised of core courses, a yearlong internship, a specialized track of study, and master thesis hours, there are two sets of student learning goals. One set is aligned to the core courses and master thesis hours. The second set is aligned to the internship experience and the specialized track. The goals broadly address the knowledge, skills, and dispositions students are expected to develop while they are in the program, and they are aligned to specific, measurable objectives.

Student learning outcomes aligned to MEITE's Core Courses and Master Thesis Hours

Goal 1. To prepare students who are able to utilize the design thinking principles when developing a response to a specific problem

- Students will demonstrate their knowledge of the design thinking principles *empathy* and *define* by writing a book chapter in which they define a specific problem and show empathy towards the individuals who are impacted by it.
- Students will demonstrate their foundational knowledge of each design thinking principle as evidenced by satisfactory performance in requisite courses and assignments.
- Students will demonstrate their knowledge of the design thinking principles by building a prototype as a response to a particular problem.
- Students will demonstrate their foundational knowledge of the design thinking principles based on the Internship Evaluation rubric.

Goal 2. To prepare students who can apply knowledge of research and theories of the learning sciences to specific problems

- Students will demonstrate their foundational knowledge of the learning sciences as evidenced by satisfactory performance in requisite courses and assignments.
- Students will demonstrate their foundational knowledge of the learning sciences by building a prototype that utilizes the field's theories, research, and practices.
- Students will demonstrate their foundational knowledge of the learning sciences as evidenced by completing projects at their internship placement that require competency of the field's theories, research, and practices.

Goal 3. To develop an innovator's mindset in students along with the ability to effectively communicate a message to face-to-face and digital audiences

- Students will demonstrate their innovator's mindset in their coursework, internships, and final project.
- Students will demonstrate their innovator's mindset and ability to communicate by creating their own professional website.
- Students will demonstrate their ability to communicate with face-to-face audiences by "pitching" ideas in classroom, professional, and public settings

- Students will demonstrate their ability to communicate to digital audiences using multiple forms of text, images, and videos in a compelling manner

Student learning outcomes aligned to MEITE's Specialized Tracks and Internship

Edupreneur Goal: To prepare students to earn initial funding to launch an innovative venture of their own

- Students will demonstrate their ability to develop an innovative venture by satisfactory performance in requisite coursework
- Students will demonstrate their ability to be innovative in the context of an early-stage venture by satisfactory performance based on their internship
- Students will demonstrate their ability to develop an innovative venture by completing and presenting their master thesis project at a proficient level

Innovation Specialist Goal: To prepare students who are deeply knowledgeable of an educational technology industry and ready to join an educational technology company in an innovative capacity.

- Students will demonstrate their knowledge of an educational technology industry by satisfactory performance in requisite coursework
- Students will demonstrate their potential for leadership by satisfactory performance based on their internship
- Students will demonstrate their knowledge of an educational technology industry by completing and presenting their master thesis project at a proficient level

Learning Engineer Goal: To prepare students who are able to design learning experiences in digital environments that support and monitor student learning and engagement

- Students will demonstrate their ability to design high-quality, learning experiences in digital environments by satisfactory performance in requisite coursework
- Students will demonstrate their ability to design high-quality learning experiences in digital environments by satisfactory performance based on their internship
- Students will demonstrate their ability to design high-quality, learning experiences in digital environments by completing and presenting their master thesis project at a proficient level

Human-Machine Interactionist Goal: To prepare students who are able to design, market, and support the use of digital products for educational purposes that are intuitive and engaging to target users

- Students will demonstrate their ability to design digital learning experiences by satisfactory performance based on their requisite coursework
- Students will demonstrate their ability to design digital learning experiences by satisfactory performance based on their internship
- Students will demonstrate their ability to design digital learning experiences by completing and presenting their master thesis project at a proficient level

The MEITE Program of Study

To satisfy the MEITE program's requirement and graduate, students must complete the following program of study. Students will work with the MEITE Program Director for advising as they complete their program of study. Students will be provided a digital copy of the Program of Study Advising Sheet that they will share with the MEITE Program Director using cloud software.

You will note that each concentration has a different set of course recommendations based on its focus areas. The availability of courses for MEITE students changes each year, and the courses listed below are example courses that fill the requirements. You will work with your academic advisor to identify the courses that work best for you and are available.

Core Courses		Term Offered	Credits
EDUC 767: Educational Innovation & Technology, Integrative Seminar I		Fall	3.0
EDUC 789: Educational Innovation & Technology, Integrative Seminar II		Spring	3.0
EDUC 761: Design of Emerging Technologies for Education		Fall	3.0
A “Learning Sciences” course (e.g., EDUC 825 or 915)		Fall & Spring	3.0
Internship			
EDUC 701: Internship	Fall & Spring		6.0
MA Thesis Hours			
EDUC 992: Non-Thesis	Summer Session I		3.0
EDUC 992: Non-Thesis	Summer Session II		3.0
Tracks			
Complete one of the following tracks:	Fall & Spring		12.0
Specialized Tracks	Internship Placements	Course Focus Areas & Course Recommendations	Final Project
<i>The Edupreneur</i> utilizes the core concepts of Design Thinking to develop and prepare for the launching of unique, innovative ventures in the field of educational technology. This track is ideal for students who wish to begin their own startup or join an early-stage startup.	<ul style="list-style-type: none">- Technology Startup- Business Accelerator or Incubator- App Developer	<i>Business & Entrepreneurship (6.0 Credits)</i> <ul style="list-style-type: none">• MBA 848 A, B, C, and D: Startup UNC• BUSI 504 - Launching the Venture• BUSI 505 - Consulting to Entrepreneurial Firms• BUSI 507H - Sustainable Business and Social Enterprise• A course selected through UNC Online can be used for this requirement, with approval of your academic advisor	Venture Plan & Prototype
		<i>Marketing (3.0 Credits)</i> <ul style="list-style-type: none">• MEJO 475: Concepts of Marketing• MEJO 477: New Media Technologies: Their Impact on the Future of Advertising, Marketing, and Public Relations• MEJO 550: Business and the Media	

		<ul style="list-style-type: none"> • BUSI 522 - Personal Branding and Professional Relationships • BUSI 558: Digital Marketing • BUSI 566: Marketing Strategy • A course selected through UNC Online can be used for this requirement, with approval of your academic advisor 	
		Learning Analytics (3.0 Credits) <ul style="list-style-type: none"> • EDUC 795. Learning Analytics 	
<p><i>The Innovative Specialist</i> gains a deep understanding of the trends, research, and budgetary issues related to leadership, business, and innovation in educational organizations. This track prepares students to work in innovative roles within departments of educational organizations, including companies, schools, districts, and non-profits.</p>	<ul style="list-style-type: none"> - EdTech Company - Digital Marketing Firm - Departments of Innovation 	Business Finance (3.0 Credits) <ul style="list-style-type: none"> • BUSI 407: Financial Accounting and Analysis • BUSI 408: Corporate Finance • BUSI 520: Advanced Spreadsheet Modeling for Business • BUSI 584: Financial Modeling • A course selected through UNC Online can be used for this requirement, with approval of your academic advisor 	<p>Industry Analysis & Business Profile</p>
		School Structure (3.0 Credits) <ul style="list-style-type: none"> • EDUC 740. Cultural Leadership for the School Executive • EDUC 741. School Inquiry and Reform for the School Executive • EDUC 742. Law for the School Executive • EDUC 750. Empowerment Strategies for the School Executive 	
		Innovation (3.0 Credits) <ul style="list-style-type: none"> • BUSI 521. Design Thinking: The Innovation Process for Complex Problems • BUSI 552. Strategic Innovation* • BUSI 564. New Product Development • BUSI 623. Global Entrepreneurship I* • A course selected through UNC Online can be used for this requirement, with approval of your academic advisor 	
		Current Issue in Education (3.0 Credits) <ul style="list-style-type: none"> • EDUC 533. Social Justice in Education • INLS 534. Youth and Technology in Libraries • EDUC 535. Teachers and Schools • INLS 539. Going the Last Mile: Information Access for Underserved Populations • EDUC 574. Representations of Education in Documentaries • EDUC 764. Current Issues in Literacy 	

		<ul style="list-style-type: none"> • EDUC 765. Global Child: Development and Education • EDUC 776. Gender, Race, and Class Issues in Education • EDUC 867. Issues in Educational Policy and Research 	
<p>The Learning Engineer uses learning and design principles along with learning data and analytics to improve designers' choices, instructors' practices, and learners' experiences and outcomes. This track builds the knowledge and skills needed to work in school districts, universities, textbook companies, eLearning providers, training departments, and non-profit organizations.</p>	<ul style="list-style-type: none"> - Learning Management Companies - Corporate Training Departments - Offices of Innovation - Digital Curriculum Developers - Textbook Companies 	<p>Learning Analytics (3.0 Credits)</p> <ul style="list-style-type: none"> • EDUC 795. Learning Analytics 	<p>Philosophy for Instructional Design & Full Online Course</p>
		<p>Digital Design (6.0 credits)</p> <ul style="list-style-type: none"> • MEJO 487: Intermediate Interactive Media • MEJO 583: Advanced Interactive Media • MEJO 588: Emerging Technologies • A course selected through UNC Online can be used for this requirement, with approval of your academic advisor 	
		<p>Instructional Methods (3.0 Credits)</p> <ul style="list-style-type: none"> • EDUC 614. Innovative and Engaging Teaching • EDUC 845: Instructional Strategies for Teaching and Learning in Digital Contexts 	
<p>The Human-Machine Interactionist learns the attributes necessary for effective human-machine interaction from an end-user perspective, which includes the visual aesthetics, intuitive design, technical knowledge, and text transactions. This track prepares students to join firms developing digital products for teaching, learning, productivity, and efficiency.</p>	<ul style="list-style-type: none"> - App & Software Developers - Gamification Companies - Startups 	<p>User Interface (3.0 Credits)</p> <ul style="list-style-type: none"> • INLS 718. User Interface Design (Prerequisite: INLS 582) • INLS 818. Seminar in Human-Computer Interaction (Prerequisite: INLS 718) 	<p>Product Analysis, Wireframe & User Support Manual</p>
		<p>Computer Science (6.0 credits)</p> <ul style="list-style-type: none"> • COMP 401. Foundation of Programming (Prerequisite: MATH 231 or MATH 241) • COMP 410. Data Structures (Prerequisites: MATH 231 or 241, and COMP 401) • COMP 455. Models of Languages and Computation (Prerequisites, COMP 110, 166, or 401; and COMP 283 or MATH 381) • MEJO 487. Intermediate Interactive Media (Prerequisite: MEJO 187) 	
		<p>Advanced Computer Science (3.0 Credits)</p> <ul style="list-style-type: none"> • COMP 524. Programming Language Concepts (Prerequisites, COMP 401, 410, 411 & 455) 	

		<ul style="list-style-type: none"> • INLS 560. Programming for Information Science • COMP 560. Artificial Intelligence (Prerequisites: COMP 401, 410 & MATH 231 or 241) • COMP 562. Introduction to Machine Learning (Prerequisites: COMP 401, 410, MATH 233 & STOR 435) 	
Adaptive Learning Analysts acquire the knowledge of the instructional design and instrumentation of digital tools necessary to produce data that reflect learning, and the ability to interpret, organize, and analyze learning analytics data that can be used to understand and test hypotheses about learning, produce algorithms to predict learner performance, and inform adaptive systems that personalize learning based on students' prior and ongoing learner experiences. This concentration prepares students to find employment with educational technology companies and organizations as data analysts and scientists.	<ul style="list-style-type: none"> - Technology providers - Quantitative researchers - Instructional design departments 	Statistics <ul style="list-style-type: none"> • EDUC 710. Introductory Statistical Methods • EDUC 784. Intermediate Statistical Methods Learning Environments <ul style="list-style-type: none"> • EDUC 795. Learning Analytics • EDUC 846: Personalized and Adaptive Learning 	Digital Environment Featuring an Adaptive Learning Element

Final Project Requirements and Policies

Each track within the MEITE program is aligned to a specific final project, and these final projects are an approved substitution for the traditional master's thesis. Each final project will be evaluated by three faculty members, and the MEITE Program Director will recruit faculty for these roles. Students must complete the project for their master thesis individually; no collaborative works will be accepted. As students select a specialized concentration, they will be required to complete the final project aligned to it. These projects are:

Edupreneur Track: Venture Plan & Prototype. For this project, students will identify and define a problem that exists and its impacts on specific populations. Students will design a response to that problem in the form of a venture that is feasible, desirable, and scalable. They will then use the design thinking principles to develop a venture plan and prototype. The venture plan is a combination of a business plan and marketing plan. The prototype is a website, wireframe, or device that has been tested by target users and revised based on their feedback.

Innovation Specialist Track: Industry Analysis & Business Profile. For this project, students will identify an industry within the field of educational technology (e.g., eLearning, textbooks, AR/VR, psychometrics, etc.). Students will then complete an analysis of that industry, which consists of a history of the industry, trends taking place within it, high performing entities within

the industry, and predictions for the future. Next, students will select a current business for their profile. The profile will provide an overview of the business and contextualize it within the industry. Next, students will evaluate the business based on its strengths, weaknesses, opportunities for growth, and threats to its potential success. They will conclude the profile with innovative recommendations for the business that will advance its market share.

Learning Engineer Track: Framework for Instructional Design & Full Online Course. For this project, students will put forward their own instructional designed framework based on previously published scholarly works in the learning sciences, their own experience, and best practices employed by instructional designers. Students will need to provide a written and visual explanation of their framework. Second, students will select a topic for their online course, and they will then develop a full course (a minimum of 10 modules). In addition, students must complete a model response for each assignment and activity.

Hunan-Machine Interaction: Product Analysis, Wireframe & User Support Manual. For this project, students are to select a digital tool (e.g., app, website, plug-in, Chrome extension) and complete an analysis on it. The analysis will evaluate the tool's functionality, design, analytics, and user base. It will also recommend improvements that can be made to the tool and strategies for increasing its adoption rate. Students are required to develop a detailed wireframe of the improvements they will make to the tool. In addition, students will create a multimedia support manual for users to maximize their engagement with the wireframed version of the tool.

Digital Environment Featuring an Adaptive Learning Element: For this project, students will create a dynamic learning environment that can be hosted in a learning management system or website. In that environment, MEITE students will create a learning element that is responsive to the data inputted into it or produced when users (e.g., K12 and university students) learn with digital resources and provide them with feedback and support for improving their performance, or an adapted opportunity to learn.

Student Did Not Pass the Final Project

If a student did not pass the final project, meaning that the student did not earn at least a 70% on the project, the following course of action will be used:

1. The student is given a three-day window to revise the project and resubmit. The resubmission will include the updated project along with a list of revisions made to improve it. The MEITE Program Director will review the project and make the final decision.
2. If the student is unable to complete the project within the three-day window, an incomplete will be assigned to the student. The student must wait three months before resubmitting the revised project along with a list of revisions made. The MEITE Program Director will review the project and make the final decision.

3. If the student still did not pass, the student will not complete the MEITE program.

Internship Requirement and Expectations

Throughout UNC's [academic year](#) in which students are enrolled in the MEITE program, they are required to complete an internship. This internship will be coordinated and facilitated by the MEITE Program Director in collaboration with both the student who will be completing the internship and the site-based supervisor who works at the organization, startup, venture, or business. Additional information pertaining to the internship can be found in the Internship Handbook.

Program Offerings

Currently, the MEITE Program is only offered on a face-to-face basis. There are plans to create both a face-to-face and at-distance options; however, that process is ongoing. As more work is done to create the at-distance option, this section of the handbook will grow.

General Policies

The policies listed in this section are the default policies unless otherwise stipulated in a course syllabus or policy, guideline, requirement set forth by the School of Education, the University of North Carolina at Chapel Hill, The Graduate School, the State of North Carolina, an accrediting organization, or another influential stakeholder.

Advising: Students will be invited to advising sessions with the MEITE Program Director when they are first accepted into the program, leading up to their first semester in the program, and then once a semester while they are in the program. The purpose of these sessions is to help ensure appropriate courses are taken that aligned with the student's professional interests.

Good Standing Requirement: The MEITE program follows the Graduate School Handbook's good standing guidelines.

Dispositions: It is the expectation that all MEITE students exhibit professionalism inside and outside of the classroom, and they will adhere to the [School Of Education's dispositions](#). Whereas standards for professionalism do fluctuate, it is the responsibility of students to understand the context of where they are located and adjust their professionalism according to it. For example, whereas it might be appropriate to dress casually in one context, that same style of dress might be inappropriate in another context. The MEITE Program Director will work with students, instructors, and/or internship supervisors to address inappropriate actions taking place and develop an action plan to improve the situation.

Technology Requirements: MEITE is a program that utilizes, engages, studies, analyzes, and creates a variety of technologies. Ideally, students will be able to access all the technologies for free or through UNC's suite of programs. If students need support in using a computer during classes, they should inform the MEITE Program Director, who will work to resolve the challenge. If students are struggling with using technology, they are encouraged to first speak

about it with their course instructor. Afterwards, they have the option of contacting the MEITE Program Director, who may refer them to a campus resource.

Special Requests: It is reasonable that life events happen, and they can alter a student's plans. The MEITE program is aware that these events can occur. If they do, please contact the MEITE Program Director and explain the situation. Together, the Director and the student will work in earnest to develop an arrangement, if possible, for the student to be successful. These situations are handled on a case-by-case basis.

Termination from the Program: The MEITE program follows the Graduate School's guideline for issues relating to exiting a student from the program.

Graduate School Policies Concerning Registration (www.gradschool.unc.edu): Students are to follow the Graduate School's handbook for policies regarding registration.

MEITE Community Resources

A growing number of resources to support MEITE students and keep them informed of happening related to their interests are available. Examples of these resources are:

The Making the Most of MEITE Website: The [Making the Most of MEITE website](#) is maintained by the MEITE Program Director and staff. All of MEITE's stakeholders can access the website to learn about the program, see funding opportunities, connect with one another, and more! If there is additional information needed on the website, please contact the info.meite@unc.edu. Please note that this website is available to the public; however, it is not intended to be used for recruitment.

Social Media: The MEITE program is on social media! Each week, the MEITE program will post updates about its happenings, highlight student work, announce opportunities, and more! Please consider liking and/or following the MEITE program on [Facebook](#), [Twitter](#), and [Instagram](#).

The MEITE Minutes: On a quarterly basis, the MEITE program will email out its newsletter, and it highlights current happenings in the MEITE program, events related to educational technology taking place in the Research Triangle, and more! Please sign up for on for MEITE Minutes [here](#).

Appendix A – Alignment of MEITE’s Core Courses & Key Assessments to Design Thinking

	Empathize	Define	Ideate	Prototype	Test
EDUC 767	X	X			
EDUC 789			X	X	X
EDUC 790			X	X	X
By Track					
Edupreneur	X	X	X	X	X
Innovation Officer	X	X	X		
Learning Engineer	X	X	X	X	X
Human-Machine Interactionist	X	X	X	X	X

Appendix B – Program of Study Advising Sheet

Students are encouraged to use this advising sheet to record their coursework selections while completing the MEITE program.

Core Courses	Term Completed	Grade
EDUC 767: Educational Innovation & Technology, Integrative Seminar I		
EDUC 789: Educational Innovation & Technology, Integrative Seminar II		
EDUC 790: Special Topics (Design of Emerging Technologies for Education)		
A “Learning Sciences” course (e.g., EDUC 915 & 825)		
Internship		
EDUC 701: Internship		
EDUC 701: Internship		
MA Thesis Hours		
EDUC 992	Summer 1	
EDUC 992	Summer 2	

Tracks	Course Focus Areas & Coursework	
<p>The Edupreneur utilizes the core concepts for design thinking to develop and prepare for the launching of unique, innovative ventures in the educational technology fields. This track is ideal for students who wish to begin their own startup or join an early-stage startup.</p>	Focus Area	Coursework / Semester
	Business & Entrepreneurship (6.0 credits)	
	Marketing (3.0 credits)	
	Learning Analytics (3.0 credits)	
<p>The Innovative Specialist gains a deep understanding of the trends, research, and budgetary issues related to leadership, business, and innovation in educational organizations. This track prepares students to become leaders in educational organizations, including companies, schools, districts, and non-profits.</p>	Focus Area	Coursework / Semester
	Business Finance (3.0 credits)	
	School Structure (3.0 credits)	
	Innovation (3.0 credits)	
<p>The Learning Engineer uses learning and design principles along with learning data and analytics to improve designers' choices, instructors' practices, and learners' experiences and outcomes. This track builds the knowledge and skills needed to work in school districts, universities, textbook companies, eLearning providers, training departments, and non-profit organizations.</p>	Focus Area	Coursework / Semester
	Learning Analytics (3.0 credits)	
	Digital Design (6.0 credits)	
	Instructional Methods (3.0 credits)	
<p>The Human-Machine Interactionist uses learning and design principles along with learning data and analytics to improve designers' choices, instructors' practices, and learners' experiences and outcomes. This track builds the knowledge and skills needed to work in school districts, universities, textbook companies, eLearning providers, training departments, and non-profit organizations.</p>	Focus Area	Coursework / Semester
	User Interface (3.0 credits)	
	Foundational Computer Science (6.0 credits)	
	Advanced Computer Science (3.0 credits)	