School of Education

UNC School of Education Master of Arts in Educational Innovation, Technology, and Entrepreneurship (MEITE) HANDBOOK

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Program Webpage: ed.unc.edu/meite

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Introduction & Overview

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.”

The Mission of the MEITE Program

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

About the MEITE Program

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 director and faculty, 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 commonalties 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.

Program Structure

The MEITE program is 36.0 credit hours, and it consists of 12.0 credit hours of “core” courses, a 12.0 credit hour specialized course concentration, a 6.0 credit hour yearlong internship experience, and a 6.0 credit hour summer final project. There are four specialized concentrations, and students are to complete one of the following concentration 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 concentration 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 concentration 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 concentration builds the knowledge and skills needed to work in school districts, universities, textbook companies, eLearning providers, training departments, and non-profit organizations.
- ***The Adaptive Learning Analyst*** focuses on instructional design and digital tools to generate meaningful learning data, interpret and analyze learning analytics, and develop models that personalize instruction based on learner experiences. This concentration prepares students to find employment with educational technology companies and organizations as data analysts and scientists.

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

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. Over time, researchers, practitioners, and theoreticians have evolved design thinking into five core principles.

- **Empathize:** Studying and understanding a situation, context, challenge, or obstacle from multiple perspectives
- **Define:** Distilling multiple perspectives into a clear, articulated problem statement
- **Ideate:** Brainstorming all possible responses to the problem
- **Prototype:** Creating mockups such as storyboards, wireframes, websites, or physical models
- **Test:** Gathering user feedback on prototypes and refining them through iteration

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 non-thesis hours (EDUC 992) for their final project, they will have practice with each principle and be able to apply their knowledge and experiences to their final project.

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 others outside of the School of Education.

Faculty Name	Position
Dr. Todd Cherner	*Program Director, Clinical Associate Professor*
Dr. Zarifa Zakaria	*Clinical Assistant Professor*
Dr. Keith Sawyer	*Morgan Distinguished Professor*

Dr. Matt Bernacki	*Associate Professor*
Dr. Steve Knotek	*Associate Professor*
Dr. Jeff Greene	*McMichael Distinguished Professor*
Dr. Janice Anderson	*Associate Professor*
Mr. Cody Loy	*Program Support*

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 concentration of study, and a final project, there are two sets of student learning goals. One set is aligned with the core courses and final project. The second set is aligned with the internship experience and the specialized concentration. These goals address the knowledge, skills, and dispositions students are expected to develop while they are in the program.

Student learning outcomes aligned to MEITE's Core Courses and Final Project

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

- 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 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 Concentrations and Internship

Edupreneur Goal: To prepare students 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 final 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 final project at a proficient level

Learning Engineer Goal: To prepare students who 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 final project at a proficient level

Adaptive Learning Analyst Goal: To prepare students who design, market, and support the use of digital products for educational experiences that are intuitive, personalized, 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 final project at a proficient level

The MEITE Program of Study

To satisfy the MEITE program's requirements 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.

Students 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. Students will work with their academic advisor to identify the courses that work best for you and are available. Full course descriptions are available in the Course Catalog.

Core Courses	Semester Completed	Grade
EDUC 767: Educational Innovation & Technology, Integrative Seminar I (3.0 credits)		
EDUC 789: Educational Innovation & Technology, Integrative Seminar II (3.0 credits)		
EDUC 761: Design of Emerging Technologies for Education (3.0 credits)		
A “Learning Sciences” course (e.g., EDUC 825 or 915) (3.0 credits)		

Internship	Semester Completed	Grade
EDUC 701: Internship I		
EDUC 701: Internship II		

MA Non-Thesis Hours	Semester Completed	Grade
EDUC 992		
EDUC 992		

Specialized Concentration: Choose ONE of the options below

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 concentration is ideal for students who wish to begin their own startup or join an early-stage startup.

Focus Areas & Required Credits	Focus Areas & Required Credits	Semester Completed	Grade

Business Practices (3.0 credits)	EDUC 870: Business of Education		
Entrepreneurship (3.0 credits)	EDUC 602: EduVenture		
Learning Analytics or Adaptive Learning (3.0 credits)	EDUC 795: Learning Analytics		
Organizational Leadership (3.0 credits)	GRAD 715: Business Communication		

The Innovation Specialist gains a deep understanding of the trends, research, and budgetary issues related to leadership, business, and innovation in educational organizations. This concentration prepares students to work in innovative roles within departments of educational organizations, including companies, schools, districts, and non-profits.

Focus Areas & Required Credits	Focus Areas & Required Credits	Semester Completed	Grade
Business Practices (3.0 credits)	EDUC 870: Business of Education		
Current Issues (3.0 credits)	EDUC 716: Technology across the Curriculum		
Innovation (3.0 credits)	EDUC 584: AI for Learning & Innovation		
Organizational Leadership (3.0 credits)	GRAD 715: Business Communication		

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 concentration builds the knowledge and skills needed to work in school districts, universities, textbook companies, eLearning providers, training departments, and non-profit organizations.

Focus Areas & Required Credits	Focus Areas & Required Credits	Semester Completed	Grade
Digital Design (6.0 credits)	EDUC 590: UX Research in Education *and* MEJO 581: User Experience Design & Usability		

Instructional Methods (3.0 credits)	EDUC 845: Teaching & Learning in Digital Contexts		
Learning Analytics or Adaptive Learning (3.0 credits)	EDUC 846: Personalized Learning		

The Adaptive Learning Analyst 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.

Focus Areas & Required Credits	Focus Areas & Required Credits	Semester Completed	Grade
Stats I (3.0 credits)	EDUC 710: Introductory Statistical Methods		
Stats II (3.0 credits)	EDUC 784: Intermediate Statistical Methods		
Adaptive Learning (3.0 credits)	EDUC 846: Personalized Learning		
Learning Analytics (3.0 credits)	EDUC 795: Learning Analytics		

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.

Final Project Requirements and Policies

Each concentration 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. Students must complete their final project; 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 Concentration: 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 Concentration: 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 Concentration: Framework for Instructional Design & Full Online Course.** For this project, students will put forward their own instructional 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.
- **Adaptive Learning Analyst Concentration: 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:

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

Presentation of Final Projects

It is expected that all MEITE students who will graduate from the MEITE program present their final project in-person at the MEITE Innovation Showcase prior to graduate, which is held annually on the last Friday of July. Projects are submitted approximately three weeks prior to the Showcase. Students who are unable to present in-person will receive an incomplete in EDUC 992 for Summer II. If students are assigned an incomplete due to the lack of in-person presentation, they will be required to return to campus during the following academic year and present their project to the MEITE faculty following a faculty meeting or at another agreed upon time.

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.

Graduation

MEITE students "walk" in the spring commencement ceremonies, and they officially graduate during August. To walk, students will need to have completed all course and internship requirements except for EDUC 992, which is taken during the summer.

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.

Incompletes

The MEITE program faculty recognize that there are situations when it is appropriate to provide students with an "incomplete" (IN) for their grade in a class. To ensure that assigning an IN for students is appropriate, the MEITE program will abide by the following.

First, according to UNC's Graduate Grading Policy:

"A grade of IN is given when the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course. IN is a temporary grade that converts to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.

The instructor should set clear expectations for course completion requirements and set the maximum allowable period for completing the course, but in no case will this extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student and copied to The Graduate School. It is the sole responsibility of the student to complete the course and initiate the grade change prior to the one-year deadline."

Consistent with this policy, the MEITE reaffirms that instructors' responsibility to determine when an IN is appropriate. Collectively, we believe the following guidelines are appropriate for instructors to consider when assigning an IN:

- IN grades should be given in when illness or other justifiable circumstances interfere with students' ability to complete coursework by the end of the semester.
- IN grades should not be given in cases in which students have not completed the majority of course work or in cases in which their completed work is not of passing quality.
- Students MUST prepare a written plan and timeline for completing their incomplete work using the provided template in time for instructors to grade that work in one year or less.
- IN grades should only be assigned in cases in which that plan meets with the instructors' expectations.
- Instructors who do not anticipate being available to grade students' incomplete work should not assign IN grades without making arrangements with their program's director for the work to be graded. This grading arrangement should be communicated to the Registrar, the Assistant Dean for Student Affairs, and the Associate Dean for Academic Affairs to aid in implementation.

Incomplete Template

Students requesting an IN need to complete the following template and present it to their course instructor. Please know that the course instructor has the discretion to accept, deny, or modify the template. In no way is an instructor obligated to accept this template.

- Name of Student:

- Short explanation that expresses why an IN is being requested (e.g., what happened that resulted in a need to request an IN?):
- Description of assignment(s) to be completed:
- Process for submitting the work to the instructor:
- Date when IN work will be submitted:
- Student Signature & Date:
- Faculty Signature & Date: